


# HARLOW FIELDS SCHOOL & COLLEGE



<b>POLICY TITLE:</b>	<b>Physical Activity Policy</b>
<b>ADOPTED:</b>	June 2025
<b>COMMITTEE:</b>	FGB
<b>DATE FOR REVIEW:</b>	June 2027
<b>AUTHOR:</b>	Craig Bailey-Whyte
<b>POLICY NUMBER:</b>	HFP26



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This policy was updated, to take effect from:	<b>June 2025</b>
School staff were consulted on this document and it was accepted by the personnel committee on:	N/A
It was ratified by the FGB on:	9th July 2025
Signed by the Chair of FGB:	





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## **INTRODUCTION**

Harlow Fields School and College is committed to promoting the health and well being of its pupils through physical activity. This policy outlines the organisation, teaching and management of physical activity at Harlow Fields.

## **ETHOS & ENVIRONMENT**

At Harlow Fields we strive to maximize opportunities for all of our pupils to be physically active. We intend to increase our pupil's understanding of the importance of Physical Education, so that they can develop tools and confidence in a range of physical activities. PE stimulates an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it fosters positive attitudes towards a healthy lifestyle.

## **PHYSICAL ACTIVITY AIMS & OBJECTIVES**

**Aim:** To ensure that all pupils access engaging and appropriate physical activity and that this activity contributes to their overall health and wellbeing, encouraging them to lead healthy lifestyles.

Our specific objectives are as follows:

- To enable pupils to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes
- To provide an environment that is conducive to learning, e.g. elimination of background noise, good lighting, concise and clear communication from the teacher and staff
- Ensure integrated use of learning support assistants in P.E. lessons
- To promote a sense of fair play and sportsmanship by encouraging pupils to work and interact with others in a range of group situations
- To teach pupils to recognise and describe how their bodies feel during exercise
- To develop the pupil's enjoyment of physical activity through creativity and imagination
- To develop an understanding in children of how to succeed in a range of physical activities
- To provide and promote opportunities for pupils to be physically active throughout and beyond the school day
- To encourage involvement in extra-curricular sporting activities and develop community and club links
- To ensure that every pupil has access to 90 minutes of physical activity including a PE lesson each week and opportunities for activities in break times
- To ensure PE opportunities are personalised and inclusive

## **EQUAL OPPORTUNITIES**

Harlow Fields caters for pupils with a very wide range of physical abilities. Through participating in PE lessons our pupils will be able to develop their confidence in physical activities and be able to express their feelings, across the spectrum of learning needs and abilities. All pupils at this school will be given the opportunity to develop skills to the very best of their ability. Through appropriate planning,





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resource provision and partnership with a range of professionals; lessons will be differentiated by task, support, resource and outcome. This will ensure that opportunities for physical activity are inclusive and personalised.

### **Differentiation**

Physical Education in the school will comply with the two basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Most of our pupils will need adapted activities and some will need specialist equipment and will be supported by Learning Support Assistants.

### **Entitlement**

All children receive a minimum of 60 minutes of PE within the curriculum. For each class group, P.E. is time-tabled so that both indoor and outdoor facilities are available to each year group and is taught throughout the school year. All skills are covered throughout the year.

Within this framework each class:

- Spends at least one lesson per week on P.E., covering skills in the Harlow Fields curriculum.
- PE Lessons follows the format of:
  - Warm up
  - Specific warm up/Introductory activity
  - Skill development
  - Applying skills through game situations/performance/refinement
  - Cool down

## **RESOURCE PROVISION**

### **General:**

Harlow Fields has two halls equipped with portable and fixed apparatus for gymnastics, games, and other indoor activities. There are several outdoor spaces suitable for a wide range of physical activities. Lower and Upper School playgrounds are equipped with a wide range of portable and fixed equipment which encourage physical activity.

The school has access to external Physiotherapy and Occupational therapy teams who work with a range of pupils in accordance with their Educational Health Care Plans (EHCP).

In addition, we have a sensory studio which is used by a wide range of pupils for a variety of learning activities, including physical activity.



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The PE coordinator undertakes an annual resource audit in order to prioritise any necessary expenditure.

### **Hydrotherapy pool:**

Harlow School benefits from having a hydrotherapy pool, which is again used by a wide range of pupils across all Key Stages. The pool is used for physical therapy, swimming lessons for those at the early stages of swimming as well as a motivating space for communication and social activities. The pool is used by class groups, mixed groups and individuals. Policies and procedures relating to use of the pool can be found in our separate Hydrotherapy policy.

## **STAFF RESPONSIBILITY & DEVELOPMENT**

PE Subject Leader: Craig Bailey-Whyte

Staff are regularly offered opportunities to attend appropriate training. In addition, staff work in close partnership with physiotherapists and occupational therapists to ensure they can deliver appropriate physical activity opportunities for the pupils in their class groups.

## **CURRICULUM PROVISION**

### **Organisation:**

The PE programme is taught by the Specialist PE Teacher and appropriately trained teachers who are supported by the class LSAs. Advice will be sought from the therapy teams where necessary. See the school hydrotherapy policy for information regarding hydrotherapy curriculum provision.

The amount of PE taught will be 60 minutes per week. These 60 minutes may be split into one or more sessions depending on the age, level of need and Key Stage of the pupil and in line with our desire to personalise learning as much as possible.

Physical Activity may include traditional PE lessons, physiotherapy, (hydrotherapy, and swimming when available) and less structured physical play sessions.

### **Planning:**

Planning for PE is the responsibility of the Specialist PE Teacher or the class teacher responsible for teaching the session. The PE subject leader is always





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available to support and assist colleagues in lesson planning and teaching methods. A curriculum long term plan is in place for PE to ensure all pupils experience a complete range of PE activities, at a level appropriate to them. As with all lesson plans at Harlow Fields, PE plans are differentiated and inclusive.

### **Curriculum content**

All pupils will be taught or given the opportunity to improve to best of their ability the following skills:

#### **Lower school**

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

#### **Upper school**

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### **Sixth form**

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games such as badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis
- develop their technique and improve their performance in other competitive sports such as athletics and gymnastics
- perform dances using advanced/intermediate dance techniques within a range of dance styles and forms.
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.





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- analyse their performances compared to previous ones and attempting to demonstrate improvement to achieve their personal best.
- take part in competitive sports and activities outside school through community links or sports clubs.

### ***Cross curricular links:***

All pupils participate in discrete physical education lessons and in addition, physical activity is integrated into the teaching and learning of a number of other subjects. For example, the development of fine motor control is necessary for writing in literacy and the development of bodily and spatial awareness contribute to early understanding of shape, space and measure in maths.

### ***Assessment:***

Assessment is used in both a summative and formative manner; to ensure progress throughout the year, identify next steps for learning and to summarise progress at the end of a curriculum block or academic year.

We track progress of the pupils termly via their individual learning targets that are set at the Annual Review stage. Each pupil also receives more frequent progress tracking via our assessment system on Earwig.

## **EXTRA CURRICULAR PROVISION**

### **Break times / lunch times**

We have a wide range of engaging equipment available in the Upper and Lower school outside spaces which are a significant source of motivation for pupil initiated physical activity. In addition, a range of inclusive and accessible play and sport equipment may be taken into the outside areas for break and lunch times.

Where possible lunch time clubs, which promote physical activity may also be available for Lower School, Upper School and Sixth Form pupils, these are organised and run by either LSAs or specialist sports coaches.

### **Other provision** (in addition to timetabled PE and physiotherapy)

As part of personalised learning, extra physical activity sessions may be offered to pupils who have been specifically identified by class teams.

### **After school clubs**

After School Clubs provide pupils with the opportunity to participate in multi-sports and other fitness activities, which are facilitated by learning support assistants.

Pupils participate in physical activity, outside of school and this is generally in partnership with the All-Ability Sports and Leisure organisation and Active Harlow.



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Links with these organisations are promoted through pupils' attendance at a range of competitions taking place (detailed below).

### **Competition and Coaching**

Pupils take part in a wide range of competitions throughout the year. Recently this has included Speciality School Games held as part of the School Games, the Panathlon Challenge and The Presidents Sporting Club events.

In addition, all pupils participate in a competitive and inclusive annual sports day.

### **PARTNERSHIP WITH OTHER PROFESSIONALS**

Partnership with other professionals is vital to ensure inclusion and progress for all pupils.

Physiotherapists and occupational therapists work closely with class teams to set, monitor and evaluate physical therapy programmes for many of our pupils. The physiotherapists or occupational therapists may work individually with a pupil, with a small group of pupils or may share programmes for class teams to deliver on a daily basis. Pupils' participation and progress on physiotherapy programmes is monitored either by the therapists themselves or by class teams.

In addition, class teams work in partnership with speech and language therapists to ensure communication approaches are consistent across the curriculum and to ensure that pupils have the communication tools necessary to participate in physical activity.

A well established and efficient referral system is in place to ensure that therapists are aware of pupil progress or changes to their needs.

### **COMMUNITY PARTNERS/LINKS**

The President's Sporting Club arrange a variety of events for schools to attend in the Essex Area and pupils enjoy participating in a range of events with other schools.

### **STAFF ACTIVITY**

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible: during PE lessons, pupil-initiated playtime and on special events such as sports day.





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### **HEALTH & SAFETY**

Specific risk assessments and policies in place for ongoing PE activity including use of the hydrotherapy pool and new risk assessments are completed before any special event, competition or other physical activity.

The PE Subject Leader monitors PE equipment every half term and takes any action deemed necessary to ensure the equipment remains safe.

Please refer to the school's health and safety policy and risk assessment file for further details.

Use of any external personnel including sports coaches and volunteers will be in line with the school's policy on CRB / staffing checks.

### **MONITORING & EVALUATION**

The PE Subject Leader will be responsible for monitoring physical activity in school and the impact of this policy. This will form part of the PE action plan.