

Physical Activity Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE



Partnership Learning

Approved by: Ms Leila Amri
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1. Introduction

Nationally there is a growing problem with obesity and unhealthy lifestyles. There is strong consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone.

Riverside Bridge School is committed to promoting the health and well-being of all pupils and staff through physical activity. The aspiration in developing this policy is to influence the whole school community to establish and maintain lifelong physical activity habits.

Riverside Bridge School strives to maximise opportunities for children, young people and all associated with the school to be physically active by promoting all avenues for activity. This includes the curriculum, environment and wider community.

The school's Healthy Living lead is Mr Raymond Flowers and the school's PE Lead is Mr Joshua Emmanuel

2. Policy Aims

The main aims are of our school physical activity policy are:

- To ensure that all aspects of physical activity in school are promoted for the health and well-being of pupils, staff and visitors.
- To enable pupils and staff to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes.
- To provide and promote opportunities for all pupils and staff to be physically active throughout and beyond the school day.
- To increase physical activity levels of pupils in line with national targets, working towards a minimum of two hours high quality physical education, within the curriculum, and offering additional hours through extra-curricular activities and competitions.
- To promote the benefits of physical activity to the whole school community.
- To improve the self-esteem and confidence of the pupils through participation in physical activity.
- To ensure the pupils are aware of the link between physical activity and healthy eating for a healthy lifestyle.
- To organise specific events that promote and raise the profile of physical activity and celebrate sporting events.
- To provide pupils the best possible physical activity experience regardless of race, age, ability or location, so as to encourage a lifelong healthy lifestyle pattern

- To maintain a high profile for physical activity in all aspects of school life by continuously improving the quality and breadth of PE and Sport provision.
- To provide safe and stimulating areas in which children can play and be active.
- To ensure safe and effective exercise procedures

3. Equal Opportunities

In healthy eating, as in all other areas of the curriculum we recognise the value of the individual and strive to provide equal access of opportunity for all.

4. Curriculum

Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement, from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living.

The school has responsibility to ensure that every pupil is presented with the opportunity to participate in good quality physical activity experiences to enhance their learning and development.

All staff play a major role and are encouraged to become involved in the school physical activity programme to motivate pupils to be more active and be a role model. All staff responsible for physical activity should ensure that basic rules regarding behaviour are established and adhered to.

Rules regarding clothing, footwear, jewellery etc. are encouraged during physical activities. Safe and effective exercise procedures are adopted in all physical activities, including warm-ups and cool downs.

5. Delivery of Physical Activity

The promotion of physical activity is delivered through:

- Physical Education lessons led by members of staff and /or our PE specialist teachers;
- cross curricular links in our curriculum - programme, PE, Cooking and Nutrition, PSHE, Mathematics and Science;
- extra-curricular clubs run through our after-school activities; playtime activities.

Programme of Study – Physical Education

The following curriculum stems will be taught to pupils across the Physical Education curriculum. Pupils will follow the curriculum that matches their personalised learning programme according to their learning level in line with the school's Flow curriculum; Flow 1a (F1a), Flow 1b (F1b), Flow 2 (F2), Flow 3 (F3), key stage and age-appropriate content.

F1a	Picks up an item with two hands.
F1a	Picks up a minimum of two different objects e.g. bean bag, boccia ball.
F1a	Pushes an Item.
F1a	Pulls an item.
F1a	Lifts and Item.
F1a	Squeezes an item.
F1a	Carries an item across a space.
F1a	Holds an item using both hands.
F1a	Presses down on an item with both hands.
F1a	Taps an item against a surface.
F1a	Steps or stomps on a soft item.
F1a	Rolls an item using both hands.
F1a	Pats or squashes a soft item.
F1b	Uses both hands together to stack 2–3 blocks/objects.
F1b	Pushes and pulls an object to a chosen place with intention.
F2	Controls equipment purposefully in play e.g. rolling a ball to a target.
F2	Coordinates two movements together e.g. pushing a ball while stepping forward.
F3	Demonstrates controlled handling of equipment in sport-specific contexts e.g. racket control, dribbling.
F1a	Performs a left-handed throw.
F1a	Performs a right-handed throw.
F1a	Performs a left -footed kick.
F1a	Performs a right-footed kick.
F1a	Performs a left-handed catch.
F1a	Performs a right-handed catch.
F1b	Alternates between left and right hand/foot in a sequence of actions.
F1b	Uses both sides of the body together in a coordinated movement e.g. clapping and stamping.
F2	Switches between left and right in a game situation e.g. dribbling with alternate feet.
F2	Combines bilateral actions e.g. throw with left, catch with right.
F3	Chooses which side of the body to use depending on the situation.
F3	Demonstrates bilateral coordination in sport-specific skills.
F1a	Performs basic movements when prompted i.e. sitting in isolation.
F1a	Performs basic movements when prompted i.e. crawling in isolation.
F1a	Performs basic movements when prompted i.e. crawling towards a target.
F1a	Performs basic movements when prompted i.e walking in isolation.
F1a	Performs basic movements when prompted i.e. walking towards a target.

F1a	Performs basic movements when prompted i.e running in isolation.
F1a	Performs basic movements when prompted i.e. running towards a target.
F1b	Performs simple gross motor actions with control e.g. stepping over a line, jumping off a low step.
F1b	Combines two actions in sequence e.g. crawl then stand.
F2	Travels using a variety of movement patterns e.g. skip, hop, gallop.
F2	Completes a short movement sequence e.g. jump → balance → roll.
F3	Applies fundamental movement skills in sport-specific situations e.g. sprint start, agility drill.
F3	Demonstrates consistency of fundamental skills under pressure e.g. during a game.
F1a	Practises large movements i.e. 1 type of jump.
F1a	Practises large movements i.e. 1 type of roll.
F1a	Holds a 2 point of contact static balance for 3 seconds.
F1a	Balances an item on two hands for 3 seconds.
F1a	Balances an item on one hand for 3 seconds.
F1a	Holds a 3 point of contact static balance for 3 seconds.
F1a	Holds a 1 point of contact static balance for 3 seconds.
F1a	Holds a 2 point of contact static balance while on an object (such as a bench or beam) for 3 seconds.
F1a	Passes a cone between their left and right hand.
F1a	Places a small cone on top of another small cone.
F1a	Places a small cone on top of larger standing cone.
F1a	Negotiates space and obstacles safely, with consideration for themselves and others
F1b	Practises large movements i.e. skipping.
F1b	Practises large movements i.e. hopping.
F1b	Dynamically balances whilst on an object such as a bench or beam.
F1b	Moves from cone A to B to C in a V shape.
F1b	Moves from cone A to B to C to D to E in a zig-zag shape.
F1b	Moves in and out of 3 cones over 10m.
F1b	Moves in and out of 5 cones over 10m.
F1b	Performs a zig-zag run over 5m of 5 cones.
F1b	Performs a zig-zag run over 10m of 10 cones.
F1b	Practises large movements i.e. 2 types of jump.
F1b	Practises large movements i.e. 2 types of roll.
F2	Practises large movements i.e. 3 types of jump.
F2	Practises large movements i.e. 3 types of roll.
F3	Practises large movements i.e. 4+ types of jump.
F3	Practises large movements i.e. 4+ types of roll.

F3	Performs a tuck jump.
F3	Performs a straddle jump.
F3	Performs a pike jump.
F1b	Underarm throwing - Rolls a ball in isolation.
F1b	Underarm throwing - Tosses a ball in isolation.
F1b	Underarm throwing - Loops a ball in isolation.
F1b	Overarm throwing - Overhead- Throws with two hands overhead in isolation.
F1b	Overarm throwing - Overhead- Throws with one hand overhead in isolation.
F2	Overarm throwing - Bowls a ball in isolation.
F2	Putting - Chest-passes ball in isolation.
F2	Putting - Bounce-passes a ball in isolation.
F2	Putting - Putts in isolation.
F2	Underarm throwing - Rolls a ball in play.
F2	Underarm throwing - Tosses a ball in play.
F2	Underarm throwing - Loops a ball in play.
F2	Overarm throwing - Throws with two hands overhead in play.
F2	Overarm throwing - Throws with one hand overhead in play.
F2	Overarm throwing - Bowls a ball in play.
F2	Putting - Chest-passes ball in play.
F2	Putting - Bounce-passes a ball in play.
F2	Putting - Putts in play.
F3	Executes overarm throws to a target at distance with accuracy (sport-specific).
F3	Demonstrates variety in throws (e.g. push pass, overhead, side-arm) in games contexts.
F1a	One-handed catching - Catches a beanbag with one hand in isolation.
F1a	One-handed catching - Catches a large ball with one hand in isolation.
F1b	One-handed catching - Catches a small ball with one hand in isolation.
F1b	Two handed catching - Catches a balloon with two hands in play.
F1b	Two handed catching - Catches a beanbag with two hands in play.
F1b	Two handed catching - Catches a large ball with two hands in play.
F2	Two handed catching - Catches a small ball with two hands in play.
F2	One-handed catching - Catches a beanbag with one hand in play.
F2	One-handed catching - Catches a large ball with one hand in play.
F2	One-handed catching - Catches a small ball with one hand in play.
F3	Catches a ball whilst moving.
F3	Catches at different heights and speeds.
F3	Catches in competitive play e.g. marking an opponent.

F1a	Passing over 2 metres - Kicks a ball to a partner in isolation over 2 metres.
F1a	Passing over 2 metres - Throws a ball to a partner in isolation over 2 metres.
F1a	Passing over 2 metres - Hits a ball/shuttle to a partner in isolation over 2 metres.
F1b	Passing over 5 metres - Kicks a ball to a partner in isolation over 5 metres.
F1b	Passing over 5 metres - Throws a ball to a partner in isolation over 5 metres.
F1b	Passing over 5 metres - Hits a ball/shuttle to a partner in isolation over 5 metres.
F1b	Passing over 2 metres - Kicks a ball to a partner in play over 2 metres.
F1b	Passing over 2 metres - Throws a ball to a partner in play over 2 metres.
F1b	Passing over 2 metres - Hits a ball/shuttle to a partner in play over 2 metres.
F2	Passing over 10 metres - Kicks a ball to a partner in isolation over 10 metres.
F2	Passing over 10 metres - Throws a ball to a partner in isolation over 10 metres.
F2	Passing over 10 metres - Hits a ball/shuttle to a partner in isolation over 10 metres.
F2	Passing over 5 metres - Kicks a ball to a partner in play over 5 metres.
F2	Passing over 5 metres - Throws a ball to a partner in play over 5 metres.
F2	Passing over 5 metres - Hits a ball/shuttle to a partner in play over 5 metres.
F3	Passing over 10 metres - Kicks a ball to a partner in play over 10 metres.
F3	Passing over 10 metres - Throws a ball to a partner in play over 10 metres.
F3	Passing over 10 metres - Hits a ball/shuttle to a partner in play over 10 metres.
F1b	Tackling - Tackles or steals the ball in isolation.
F1b	Tackling - Intercepts the ball in isolation.
F1b	Tackling - Tags in isolation.
F2	Tackling - Tackles or steals the ball in play.
F2	Tackling - Intercepts the ball in play.
F2	Tackling - Tags in play.
F3	Marks an opponent in play.
F3	Blocks or shields an opponent in a game situation.
F3	Demonstrates decision-making in defence e.g. choose to tackle or delay.
F1a	Recognises and moves into own personal space.
F1a	Follows a single, simple game rule e.g. 'stop' on signal.
F1b	Follows two linked rules in a game e.g. run then stop.
F1b	Identifies when to pass or hold the ball with adult support.
F2	Takes part in 1v1 sided games.
F2	Takes part in 2v1 sided games.
F2	Takes part in 2v2 sided games.
F2	Takes part in 3v2 sided games.
F2	Takes part in 3v3 sided games.

F2	Takes part in 4v4 sided games.
F2	Follows a tactical play.
F3	Takes part in large sided games.
F3	Creates their own tactical play.
F1a	Climbs on to an apparatus.
F1a	Fits into confined spaces such as tunnels.
F1a	Fits into hideout spaces such as dens.
F1a	Enjoys moving within a familiar outdoor space.
F1a	Spins around in the open air.
F1a	Rolls around in the open air.
F1a	Sits on a push-along wheeled toy.
F1a	Engages in intra-school competitions.
F1a	Engages in inter-school competitions.
F1b	Climbs up an apparatus and 'go over the top' of it then climbs down.
F1b	Climbs a steep apparatus.
F1b	Uses ropes and swings such as tyre swings.
F1b	Stands on a scooter.
F1b	Sits on a push-along wheeled toy and push themselves along.
F1b	Sits on a scooter and tries to push along with feet rather than pedals.
F1b	Rides a tricycle without support.
F1b	Completes a learn to ride level 1 course.
F1b	Completes a learn to ride level 1 course.
F2	Orienteers a map.
F2	Rides a scooter.
F2	Rides a tricycle.
F2	Rides a tricycle around targets.
F2	Rides a bicycle.
F2	Takes part in kurling outside of Riverside Bridge School.
F2	Takes part in boccia outside of Riverside Bridge School.
F2	Takes part in Panathlon outside of Riverside Bridge School.
F2	Takes part in intra-school competitions.
F3	Uses the brakes correctly on a bicycle to stop.
F3	Rides a bicycle around targets.
F3	Completes a bikeability course.
F3	Takes part in swimming gala outside of Riverside Bridge School.
F3	Takes part in bowling outside of Riverside Bridge School.

F3	Takes part in other sporting activities outside of school.
F3	Takes part in inter-school competitions.
F3	Completes a simple orienteering course with a partner.
F3	Participates in a water-based outdoor activity with support.
F3	Works as part of a team to solve a physical problem (OAA challenge).
F1a	Listens to familiar nursery songs and attempts movement to the music.
F1a	Moves to music and models familiar adult when the music stops.
F1b	Moves to music and freezes for 3 seconds when the music stops.
F1b	Moves to music and freezes for 5 seconds when the music stops.
F1b	Demonstrates a repeated movement to music such as running to music in isolation (level 1).
F1b	Demonstrates a repeated movement to music such as celebrating to music in isolation (level 2).
F1b	Demonstrates repeated movements to music in combination.
F1b	Demonstrates a co-ordinated movement to music e.g. when the music stops their movement stops.
F2	Demonstrates different ways to travel in dance.
F2	Performs a pose when the music stops - in keeping with the music, if possible.
F2	Performs 2 movements in reaction to the commands.
F2	Performs 3 movements in reaction to the commands.
F2	Performs 4 movements in reaction to the commands.
F2	Performs part of a dance routine.
F2	Performs a whole dance routine.
F3	Creates a themed dance routine.
F3	Makes their own routine.
F3	Performs a short paired routine with coordinated actions.
F1a	Shows interest in playing with water.
F1a	Is comfortable with hand and feet being in water.
F1b	Enters the water safely.
F1b	Scoops the water and wash the face.
F1b	Is comfortable with water showered from overhead.
F1b	Blows bubbles a minimum of three times rhythmically, with nose and mouth submerged.
F1b	Exits the water safely with support using steps.
F2	Moves forward for a distance of 5 metres, feet may be on or off the floor.
F2	Moves backwards for a distance of 5 metres, feet may be on or off the floor.
F2	Moves sideways for a distance of 5 metres, feet may be on or off the floor.
F2	Understands pool rules.

F2	Demonstrates an action for getting help.
F2	Exits the water safely without support using steps.
F3	Moves from a flat floating position on the back and return to standing.
F3	Moves from a flat floating position on the front and return to standing.
F3	Pushes and glides in a flat position on the front from a wall.
F3	Pushes and glides in a flat position on the back from a wall.
F3	Pushes and glides and travel for 10 meters on the back.
F3	Pushes and glide and travels for 10 meters on the front.
F3	Travels using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.
F3	Travels using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.
F3	Performs a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.
F3	Performs a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.
F3	Performs a log roll from the back to the front.
F3	Performs a log roll from the front to the back.
F3	Uses a range of strokes effectively i.e. front crawl, backstroke, butterfly, breaststroke.
F3	Swims competently and confidently over a distance of at least 25 metres.
F3	Fully submerges to pick up an object.
F3	Demonstrates an understanding of floating.
F3	Performs a flat stationary scull on the back.
F3	Performs a feet first sculling action for 5 metres in a flat position on the back.
F3	Treads water for 30 seconds.
F3	Exits the water safely without using steps.
F1a	Attends 40-49% of PE lessons.
F1a	Actively participates to 25-39% of PE lessons.
F1a	Shows an understanding of 1 of the basic components of fitness - speed, co-ordination, agility and balance.
F1a	Shows enjoyment during physical activity e.g. smiles, vocalises, claps.
F1a	Anticipates a favourite movement activity.
F1b	Attends 50-75% of PE lessons.
F1b	Actively participates to 40-59% of PE lessons.
F1b	Shows an understanding of 2 of the basic components of fitness - speed, co-ordination, agility and balance.
F1b	Responds positively to structured exercise routines.

F1b	Identifies one preferred activity that makes them feel good.
F2	Attends 75-89% of PE lessons.
F2	Actively participates to 60-79% of PE lessons.
F2	Understands the 2 of the basic components of fitness - speed, co-ordination, agility and balance.
F3	Attends 90-100% of PE lessons.
F3	Actively participates to 80-100% of PE lessons.
F3	Understands the 3 of the basic components of fitness - speed, co-ordination, agility and balance.
F3	Understands how regular exercise improves fitness.
F3	Understands the meaning of physical health.
F3	Understands the meaning of social health.
F3	Understands the meaning of mental health.
F3	Shows understanding of the link between physical, social and mental health.
F3	Understands how regular exercise improves own well-being.
F1a	Responds to watching themselves or peers move e.g. smiling, clapping.
F1a	Recognises when they or a peer have completed a task e.g. ball goes in hoop.
F1b	Chooses between 'good' and 'try again' with visual prompts.
F1b	Copies a peer's successful movement after watching.
F2	Performs a baseline standing stork balance test.
F2	Performs a baseline standing hand wall test.
F2	Performs a baseline standing Illinois agility test.
F2	Performs a baseline T-shaped agility test.
F2	Shows improvement in co-ordination test after 3 weeks.
F2	Shows improvement in agility test after 3 weeks.
F2	Shows improvement in speed test after 3 weeks.
F2	Shows improvement in balance test after 3 weeks.
F3	Watches a video of themselves and analyse their performance.
F3	Uses an Analysis of Performance sheet.
F3	Watches a sports match and analyse the players' performance.
F3	Videos a peer's performance.
F3	Watches a video of a peer and analyse their performance.
F3	Watches a video of themselves and analyse their performance.
F3	Shows improvement in agility test after 6-8 weeks.
F3	Shows improvement in speed test after 6-8 weeks.

F3	Shows improvement in balance test after 6-8 weeks.
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6. Teaching and Learning

We want our pupils to become physically confident and independent in a way which supports their health and fitness. Through sports participation, we also enable our pupils to build character and embed values such as fairness and respect. From learning how to develop fundamental motor skills to become increasingly more confident and competent, we offer our pupils a broad range of opportunities such as swimming lessons to extend their water-based skills, agility, balance and coordination individually or within a team setting. Our pupils are able to take part in competitive and co-operative physical activities in a range of challenging situations and context such as Borough Panathlon competition and Rock Climbing at the YMCA Leisure Centre.

Through the **WJEC Healthy Living and Fitness Award**, our pupils learn ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities which will improve their own lifestyle. They learn to become active contributors when working with others on group activities and to be able to review their own progress and skills development and how to identify and work towards goals appropriately. They are provided with the opportunities to develop decision making skills which will enable them to make appropriate choices in their own lives and to develop an understanding of the link between food and health. They are also able to acquire a knowledge and understanding of safety and hygiene when preparing, cooking and serving food.

KS4 & 5 pupils will be offered the OCR Life and Living Skills Entry 1 to 3. This course prepare our pupils for adulthood. The course covers areas such as Literacy, Numeracy and ICT, Employment, Independent Living, **Good Health** and Community Inclusion. Pupils are assessed in a range of areas suited to their personal level of skill and exposed to a range of out of school learning opportunities. These courses have been developed for learners with a wide range of learning needs and abilities and provide meaningful outcomes through a person-centred approach that prepares learners for adult life. All qualifications are approved by Ofqual qualifications.

The school also promotes physical activity within their AQA Award program i.e. accreditation towards gaining different sports and sporting skills awards.

7. Out-of-class Learning

All pupils are provided with opportunities to be physically active through out-of-class time via a wide range of activities including both individual and team/group and non-competitive and competitive. Most notably events such as National Fitness Day,

World Cup Football/Rugby Fever and our House System are whole school projects that all pupils and staff are actively encouraged to take part in.

The annually held winter and summer sports days highlight the emphasis upon participation and enjoyment, with opportunities open to all pupils, regardless of ability.

Unstructured Playtime

Riverside Bridge School has invested in a new playground facility, designed and installed by Outdoor Play UK, to promote Outdoor Adventurous Activities (OAA) and active play. The playground now offers a multi-focus on many aspects of the OAA curriculum, with apparatus that allows pupils to climb, tunnel, swing, and bounce during both structured and unstructured playtimes. Alongside these new features, playground markings and class-based equipment continue to support free play, with staff actively engaging and encouraging pupils in physical activity. The variety of equipment provides pupils with opportunities to develop balance, coordination, agility, and strength, while also fostering teamwork, resilience, and problem-solving skills through play. Pupils are further encouraged to make use of the dedicated Biking Area, supported by new bikes purchased in the past year to increase availability. The inclusive design of the playground ensures that all pupils, regardless of ability, can participate in meaningful physical activity, benefiting not only their physical development but also their social interaction, sensory experiences, and overall well-being.

Extra-Curricular Physical Activity

We aim to encourage all pupils to take part in a range of extra-curricular activities, and involve them in deciding the activities we put on offer. Registers of extra-curricular clubs are kept to identify those who do not take part in (extra) regular exercise.

In our after-school club timetable pupils have a diverse choice of activities in which they can participate. The PE department run 3 clubs per week in school, with a diverse range of sports and activities being offered. Clubs are focused around different sports each half term in P.E. offering competitive, non-competitive, structured extra-curricular opportunities for all. Combining with Science, Art & Cooking and Nutrition clubs on offer, the P.E. ideals of living a healthy and active lifestyle is becoming fundamentally embedded in the school's ethos.

All activities are supervised by school members of staff and if applicable by qualified coaches who may or may not be teachers. A school member of school staff will always be available in case support is required -e.g. an accident.

In 2023/24 Riverside Bridge School successfully won funding from London OSF for over £15,000 worth of new equipment to improve our extra-curricular provisions on both Campus and Thames Road sites.

Competitions

Specific events are organised throughout the year to promote physical activity and raise its profile across the whole school community:

- whole school summer sports day;
- whole school winter sports day;
- intra-school panathlon, boccia
- inter-school football, rounders, boccia, athletics and basketball tournaments.

School trips

Our pupils enjoy many educational visits to the local area or to place of interest in London or further afield such as London Aquatic Centre, West Ham's London Stadium, Horse Riding, Stubbers Outdoor Adventure Centre both for day and residential visits, Hemel Hempstead Snow Centre, plus our annual residential trip to Trewern in Wales for our KS4 pupils, the ideal place to stay for our young people whether they want to walk in the mountains of the Brecon Beacons National Park, explore rivers by canoe, or simply enjoy a local walk.

Active Travel

This policy links closely with the school's Travel Plan and pupils are encouraged to walk, bike and scoot to school.

Pupils are offered 'Bikeability' Training. We have trained over a dozen pupils in gaining their Level 1 Bikeability in the past 12 months alone.

8. Staff Activities

Riverside Bridge School encourages all staff to take an active part in physical activities. With a new Multigym has been designed and is being built to accommodate staff lead additional timetabled healthy living lessons as part of Learning and Development, such as weight, cardiovascular, circuit and HIIT workout for pupils, plus opportunities for staff to complete outside of working hours.

Staff have the opportunity to build on their CPD and are able to attend to Trampolining, Dance, Team games such as Flag Football, Golf in Schools and Movement & Exercise courses to ensure pupils are given a wider range of activities within the school.

9. Resource Provision

For the teaching of games, there is a fully equipped Sports Hall with basketball hoops, a full-sized badminton court, indoor futsal/handball goals, table tennis tables and 2 full size trampolines. In addition, Riverside Bridge School has large playground with 4

outdoor basketball hoops, 2 outdoor table tennis tables and 4 outdoor football goals, combined with a variety of markings and activities to take part in.

Riverside Bridge School will have a new PE sensory gym in November 2025, which will be equipped with a range of activities focusing on sensory integration i.e. balance beams, tunnels, an interactive sports projector and climbing apparatus, to following more sport specific with reference to the National Curriculum and the school's "Flow" curriculum framework (i.e. invasion games, net and wall, striking and fielding).

In May 2025 Riverside Bridge School invested heavily in the installation of a mobile swimming pool. The swimming pool, along with 2 full-time was put in place to promote the life skill that is swimming for all. The contract for this pool has been extended beyond the previous academic year, with a new contract signed from September to December 2025. The curriculum now has a specific slot for all classes within the school to go swimming for one whole term.

An annual audit of all physical education equipment is conducted by the PE lead in order to prioritise any necessary expenditure for the year. Resources for games, dance and outdoor activities can be found in the sport hall store cupboard, planning and resources can be found in the staff shared area.

Riverside Bridge School receives every year a PE and Sport Premium, which is a grant given to schools by the Government every year. It must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, to encourage the development of healthy, active lifestyles.

In 2023/24, this grant has been used to increase pupils' activity levels at playtime and experience a range of sports outside the curriculum including experience events.

In 2024/2025, this grant was primarily used to boost the sports experiences for all pupils over the academic year. It was also used to subsidise all pupils' access to swimming lessons through the installation of said mobile swimming pool.

10. Health and Safety Guidelines

Risk assessments are carried out regularly and members of staff continually assess the safety of playground activities (refer to the school's Health and Safety Policy and Risk Assessment file).

The school refers to guidance given in the AfPE Safe Practice in Physical Education Publication.

All guidelines for physical education and games are followed i.e. supervision, behaviour, clothing and use of equipment.

All coaches from other organisations must hold suitable qualifications and will be CRB checked.

11. Promoting Physical Activity to the whole community

The extra-curricular activities schedule is advertised on the school website and parents/carers are sent details of physical activity clubs their children may attend.

Details of physical activities in the wider community are sent home - especially activities taking place during the school holidays

Riverside Bridge School regularly participates in local annual programme of festivals and competitions, which promote physical activity i.e. Xtend Panathlon and boccia tournaments.

12. Achieving Healthy School Status

The focus of this policy in improving the health and well-being of pupils, staff and the school community will help us to achieve and maintain the highest possible Healthy School Status.

- The Bronze Healthy School Status Award was achieved in June 2021.
- The Silver Healthy School Status Award was achieved in June 2022.
- The Gold Healthy School Status Award was achieved in June 2023.
- The Bronze Healthy School Status Award was re-awarded in June 2025.
- The School Games Gold Award was achieved in June 2023, June 2024 and June 2025.

13. Monitoring and Evaluation

The school PE Lead is responsible for providing clear leadership and management in developing and monitoring physical activity within school. He works closely with all members of staff. He monitors levels of participation and makes appropriate adjustments. He consults with pupils and staff to identify barriers to participation and to ensure there is a broad range of activities are provided for all pupils to participate in.

Regular monitoring and evaluating of the policy will be undertaken with pupils, staff, parent, governors and external partners. The number of out of school hours learning opportunities and the number of pupils attending will be part of this monitoring process.

The curriculum and out-of-school hours learning programmes are monitored on an ongoing basis through self-evaluation and reviewed annually.

Aspects that are monitored include:

- pupils, staff and parents/carers' knowledge of and attitude towards physical activity;
- pupils' progress in physical activity;
- the range of physical activity opportunities offered to all pupils, staff and parents/carers and the levels of participation;
- the percentage of pupils participating in 2 hours per week of high-quality PE or school sport within and beyond the curriculum;

- the number of links to clubs/activities within the community and pupil participation in these;
- the number of pupils walking or cycling from/to home;
- the number of pupils who achieve an hour of physical activity each day;
- the number of professional development courses attended by staff;
- how and when pupils, staff and parents/carers have been consulted.

The methods of evaluation include:

- assessing pupils' achievements;
- reviewing the "Flow" curriculum;
- reviewing programmes of activities on offer;
- reviewing registers of activities;
- staff and pupil discussions;
- minutes of School Council meetings;
- questionnaires and/or surveys of pupils, parents/carers and staff.