



# Physical Education, School Sport and Physical Activity (PESSPA) Policy

**LA POLICY**  
**Review: Three Years**  
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## Physical Education, School Sport and Physical Activity (PESSPA) Policy

This policy outlines the intent, implementation and impact of the teaching and learning of physical education. It also covers the running of school sport and extra-curricular physical activity. The safe practice of PESSPA is paramount and underpins all we do at Brockley Primary School.

### Intent

It is our intent at Brockley for our children to adopt a healthy, active lifestyle and positive attitudes towards participation in physical activity for the rest of their lives. We want PE to develop children's enjoyment, confidence and skills in physical activity and introduce them to the pleasures of sport. It is a practical subject which gives all children (irrespective of age, ability, race or gender) opportunities for participation, enjoyment and success. Our aim is to deliver high-quality teaching and learning opportunities that inspire all children to succeed in PE, School Sport and physical activity (PESSPA).

Brockley aims to develop the knowledge, skills and capabilities necessary for progression across the whole curriculum. We want to make our children resilient learners who understand that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to physical development and emotional and mental well-being. Progressive learning objectives, combined with varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably adapted and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

### Implementation

Physical Education is unique in that it is the only subject that promotes personal, social, spiritual, intellectual and physical skills, and at our school, it attempts to foster co-operation, tolerance and self-esteem. Using the Real PE scheme, staff will focus particularly on helping the children to progressively develop key learning behaviours (see below) with an ongoing focus on the fundamental movement skills (Agility, Balance and Coordination).

**Personal;**

**Social;**

**Cognitive;**

**Creative;**

**Physical;**

**Health & Fitness.**

PE is taught once a week in a 2hour block. We use real PE to develop learning behaviours and fundamental movement skills which takes a whole child-centred approach. Real PE inspires our youngest children with themed, music based lessons, KS1 focus more on games and personal best competitions to apply the skills and behaviours and KS2 lessons take a more competitive game-based approach with a whole-part-whole

approach. Each lesson can be adapted to ensure all children are suitably challenged and succeeding in every lesson.

Our scheme enhances our delivery of a high-quality Physical Education for our children and meets the requirements of the National Curriculum. They provide sequences of learning that flow in a progressive sequential order from the Foundation Stage to Year 6. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. These encompass a balance of individual, paired and group activities, providing co-operative, collaborative and competitive situations aiming to develop understanding of fairness and equity of play to embed life-long values. The learning is adapted to meet the needs of all our children.

In all PE lessons children will be encouraged to acquire, develop, select and apply skills, tactics and compositional ideas, evaluate and improve performance and gain knowledge and understanding of fitness and health. Lessons should regularly provide an opportunity to develop and reflect on each element within this process.

Opportunity to participate in dance, gymnastics, games, athletics and outdoor and adventurous activities will be provided throughout the child's journey within school. Additionally, swimming will be available for Year 4. (Further opportunities may be available depending on funding.)

Each term, all classes will cover two units from the Real PE scheme. The language and terminology associated with these areas should be given a high profile in the planning, delivery and evaluation.

The ideals associated with fair play and good sporting behaviour will be encouraged at all times.

### **Impact**

Our PE curriculum aims to improve the fundamental movement skills, wellbeing and fitness of all children at Brockley, not only through the sporting skills taught, but through the underpinning values and disciplines PESSPA promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

Outcomes in all units of work, evidence a balanced PE curriculum delivered through a range of activities and demonstrate children's acquisition of identified key knowledge through the real PE scheme of work. We focus on progression of knowledge and skills in the different learning behaviours and fundamental movement skill areas. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes using the school's Assessment framework
- Pupil discussions about their learning with pupil voice evidenced via a range of feedback mechanisms
- The annual tracking of standards across the curriculum.

The impact of our wider PESSPA extra-curricular activities is also measured in the uptake of our sports-based after-school clubs and participation in inter school sports festivals/competitions. We aim to inspire children in PE lessons to want to be active beyond curriculum time and for the rest of their lives.

## **National Curriculum Aims of PE**

To ensure that all pupils:

- Develop competence to excel in a broad range of physical activities;
- Have the opportunity to develop and explore physical skills with increasing control and co-ordination;
- Are encouraged to work and play with others in a range of group situations;
- Develop the way that they perform skills and apply rules and conventions for different activities;
- Increase their ability to use what they have learnt to improve the quality and control of their performance;
- Are taught to recognise and describe how their bodies feel during exercise;
- Develop an enjoyment of physical activity through creativity and imagination;
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their success;
- Are physically active for sustained periods of time.

## **Entitlement**

In accordance with the National Curriculum requirements for Physical Education, we hope that every child in our school will participate in all areas of this subject. In meeting the attainment targets pupils should be able to demonstrate the knowledge, skills and understanding involved in areas encompassing athletic activities, dance, games, gymnastic activities, outdoor and adventurous activities and swimming. We aim to meet the needs of all our children and encourage them to enjoy a wide variety of physical activities. These areas of activity vary according to Key Stage.

Each class will have timetabled access to a hall at least twice a week, regularly. Each class is expected to participate in one 2 hour block of PE a week.

## **Equal Opportunities**

We are committed to ensuring that all children are given equal access to the Physical Education curriculum. Our school policy on equal opportunities should be consulted.

## **Teaching and Learning style**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other and they have the opportunity to use a wide range of resources. All children are given the opportunity to plan, perform and evaluate across the areas of the curriculum.

In all classes there are children of differing ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results;
- Setting tasks of increasing difficulty, where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenge through the provision of different resources.

### **Staff development.**

Appropriate CPD for all staff will ensure that PESSPA subject knowledge, consistency and awareness of health and safety procedures. This is exemplified in the new teachers' standards. Staff should be comfortable and competent in the area of activity being taught in PESSPA.

Opportunities for CPD for Brockley staff will be provided in order to enhance the quality of PESSPA in school.

### **PE Curriculum Planning**

The curriculum planning in PE is carried out in three phases; Long term, medium and short term. The long term plan maps out the PE activities covered in each term during the Key stage. The medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. We plan the PE activities so that they build upon prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move through the school.

### **The Foundation Stage**

We encourage the physical development of our children in Foundation Stage as an integral part of their work. We relate the physical development of the children to the objectives set out in the EYFS Framework.

### **Health and Safety**

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance and the schools PE Risk Assessments which are reviewed annually. Staff are required to read and sign each Risk Assessment at the beginning of a new school year.

When preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes, epilepsy and asthma are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment including an annual check made by Derbyshire County Council Personnel
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.

- All large items of equipment are inspected annually by an independent safety expert (Derbyshire County Council).
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher, coach or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc ).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. Earrings must not be worn
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.
- Gum shields will also be recommended when playing hockey with the wooden sticks and hard balls. This will also apply to extra-curricular activities.
- Staff are expected to wear sports attire to deliver PE, suitable footwear is a minimum expectation and expectations modelled (i.e. hair up, no jewellery, Brockley jumper etc.)
- There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that adults should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour
- Announce their intention of entering changing rooms

(Further guidance can be found in the school's 'Safer working practice' documentation)

When engaged in physical education children are expected to behave in a considerate, responsible manner showing respect for other people and equipment. During physical education, children will be encouraged to discuss safety implications concerning themselves and others.

All children will be barefoot in gymnastics and dance activities. For all other indoor activities the whole class should participate as the class teacher sees appropriate (i.e. all in pumps/trainers or all barefoot). All children must wear the appropriate clothing (Indoors: A plain white t-shirt and black shorts. Outdoors: A plain white t-shirt, tracksuit top and bottoms (are recommended) with pumps or trainers).

The safe use of equipment will be maintained at all times and children will be trained to move and store equipment in a safe manner. All equipment will be checked by the teacher before the children use it.

All adults working at the school have a responsibility to report any defects in equipment which need attention to the PE lead or SLT.

All activities which involve children landing or transitioning from one space to the next will require mats as appropriate.

Large equipment is checked annually by DCC technical services.

### **Assessment and Recording**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers must evaluate the children's progress and use this to inform their future planning. These records also enable each teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

### **Resources**

There are a wide range of resources to support the teaching of PE across the school. Equipment is kept in boxes in the storage cupboards in the small and large halls. The hall contains a range of large apparatus, and we expect the children to set out the equipment and put it away as part of their work. By doing so, the children learn to handle equipment safely. The children use the field (2 adults needed for field use), MUGA and playground for games and athletic activities. When swimming the pool at The Arc in Clowne.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of the teaching of PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Head teacher and Governors an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

### **Extra-curricular activities**

The aims of the out of school hours learning are to extend and enrich the work being done during curriculum PE and to provide pupils with opportunities to develop the skills they need to access curriculum PE. The programme will reinforce the importance of keeping physically active and lead a healthy lifestyle. At Brockley Primary School we provide out of school hours learning for sporting and physical activities for the inclusion of all pupils attending the school. The club is led by an external provider who aims to support not only children's physical activity but emotional and social skills as well. The focus is to ensure quality of learning through the sessions complementing the PE curriculum. It also seeks to offer new experiences of activities that are less widely available in the area.

The school provides a range of PE related activities for children at the end of the school day. These encourage children to further develop their skills in a range of activity areas.

### **Background Documentation**

This policy was informed by reference to the statutory orders for physical education, non-statutory guidance of the National Curriculum document for physical education, BALPE documentation.

### **Policy Review**

The governing body will review this policy every three years. However, it may be reviewed earlier if the governing body receives recommendations on how the policy might be improved. Any suggested amendment will be presented to the Governors for discussion.