



*"I have come so that they may have life and have it to the full."* John 10:10

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

## Spring 2024

Policy Review Details	
This policy will be reviewed in line with our policy review schedule.	
Date of Issue: Summer 2024	
Governor Signature	Headteacher Signature
Date of next review: Summer 2027	

## Version Control

### Change Record

Date	Author	Version	Reason for Change
9.5.2024	Mrs Z Chalmers	1	Complete review Policy should be read in full

## Summerseat Methodist Vision & Values

At Summerseat Methodist Primary, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.



“I have come so that they may have life  
and have it to the full.”

John 10:10

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: joy, teamwork, love, respect, care, trust, forgiveness and equality.



We have also developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the needs of our community:

Aspiration – which helps children to build aspirations and know available possibilities for the future lives, so they can live life in its all its fullness.

Diversity – which helps children recognise differences are positive and that individual characteristics make people unique, and everyone should love and be loved.

Community – which helps children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder. Children will learn that they can make a positive difference as agents of change.

## **Safeguarding Statement**

At Summerseat Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

## **Our Curriculum**

At Summerseat we believe PE and Sport plays a critical role in changing young people's lives for the better. Through PE and increased involvement in extracurricular sport, our children learn to develop the important qualities of discipline, resilience, communication and ambition alongside the core Spirit of the Games Values, leading to improved concentration, attitude, and academic achievement.

Summerseat's PESSPA programme emphasises the promotion of healthy lifestyles among all students. By actively nurturing their skills and recognising achievements, we inspire students to embrace lifelong physical activity. We recognise the significant role PESSPA plays in our students' overall development, empowering them to lead fulfilling lives through meaningful engagement in purposeful activities.

At Summerseat Methodist Primary School we provide a PESSPA curriculum that strengthens pupils' skills and knowledge through the following key concepts:

- Invasion games
- Net/wall games
- Striking and fielding games
- Dance
- Gymnastics
- Athletics
- Outdoor and water safety (KS2 only)
- Outdoor and Adventurous activities

A comprehensive long-term plan has been created to guide teachers in ensuring a well-rounded and extensive curriculum coverage.

Through the teaching of PESSPA, we aim to help pupils to develop the following qualities:

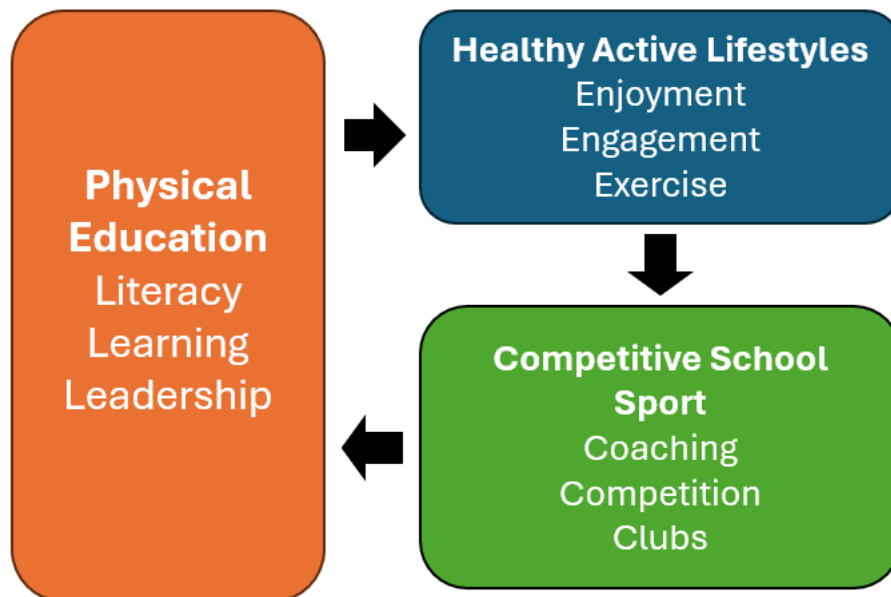
- Discipline
- Resilience
- Communication
- Ambition

This is alongside the School Games Values of determination, honesty, passion, respect, teamwork and self belief. This leads to improved concentration, attitude and academic achievement.

As a school we are committed to providing experience of PESSPA in an inclusive and caring environment.

Each year, the PE Subject Leader will assess the PE curriculum and formulate a development plan according to the results.

## The Vision



## Curriculum Overview

The aims of the PE curriculum are:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities
- Lead healthy, active lives.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
- Perform safe self-rescue in different water-based situations.
- Work to achieve 'personal bests' and build a sense of achievement over time

At Summerseat the aim of Physical Education is to develop physical competence so that all children can move efficiently and safely and understand what they are doing. The outcome –physical literacy- is as important to children’s overall development as literacy and numeracy.

### PESSPA in Early Years

In EYFS, pupils strengthen their fundamental movement knowledge through locomotion (movement and spatial awareness) stability (core strength, balance and coordination) and object control (throwing, kicking, carrying). Through opportunities to play games both indoors and outdoors, pupils develop, acquire and apply these fundamental skills, meeting the requirements in the prime area of ‘Physical Development’ in the 2021 Framework for EYFS.

Pupils are taught to:

- Develop Gross Motor Skills
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **PESSPA in Key Stage One**

In Key stage 1, pupils ought to cultivate essential movement abilities, growing in both skill and self-assurance. They should have ample chances to enhance their agility, balance, and coordination, both on their own and in collaboration with peers. This includes participating in competitive activities, whether against themselves or others, as well as engaging in cooperative physical endeavours across a variety of progressively demanding scenarios.

Pupils are 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.

### **PESSPA in Key Stage Two**

In Key Stage 2, pupils will continue in applying and honing a wider array of skills, discovering their versatility and interconnectedness for various movements and sequences. They should continue to develop their skills in communicating, cooperating, and competing alongside peers. Additionally, they should cultivate an awareness of how to enhance performance in diverse physical activities and sports, mastering the ability to assess and acknowledge their own progress and achievements.

Pupils are 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.

## **Inclusion**

In line with our commitment to inclusion, all children will have equality of opportunity to achieve their potential in PESSPA. All children will be expected to participate in the PESSPA curriculum. In planning and teaching PESSPA, teachers will have due regard for the following principles:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Ensuring challenge and extension when and where appropriate, using the 'STEP' approach (adapting Space, Task, Equipment or People)
- Providing opportunities to compete in appropriate inter and intra school events, including attendance at local Inspire and Inclusion events

## **Resources**

The areas available for the teaching of PE are the hall, playground and school field.

The equipment and resources for PE are stored within the hall in a locked cupboard. An annual audit of resources is undertaken by the PE Lead through an inventory check. Staff are responsible for collecting equipment and safely storing it back into the cupboard in the correct place. Pupils are not permitted to enter the PE cupboard without adult supervision. PE equipment should not be used at break and dinner times as separate equipment is provided for both KS1 and KS2 to use (in the sheds on the playground). Pupils should be encouraged to look after the resources and be told of any safety procedures relating to the carrying and handling of resources. The resources are replenished as and when required.

We have a range of gymnastics equipment available including fixed apparatus, moveable apparatus, benches and mats. These are stored in the hall and are checked annually by Sports Hall and Gym services. There are also regular visual checks prior to use.

A sound system is available in the hall along with a laptop and projector screen to support teaching of PESSPA e.g. dance.

Swimming is undertaken at Rossendale Leisure Trust and is taught by a qualified instructor. The children in Year 3 and four attend 10 sessions as well as those individuals in Year 5 and above who are still working towards the required assessment standard.

## **Movement of Apparatus**



<u>Year</u>	<u>Equipment</u>	<u>Notes</u>
R	Various	Large apparatus will be assembled by staff. Children may start to learn techniques for carrying mats and small items of equipment.
1	Mats (when appropriate)	4 to each mat, 1 on each corner.
2	Mats and Benches	4 to each mat, 2 to a bench (all children to face the direction of travel).
3	Mats, Benches, Planks, Ladders and Light Boxes	4 to each mat and box, 2 to benches, planks and ladders (all children to face the direction of travel).
4/5/6	All Apparatus (size appropriate)	2 to each mat and lighter apparatus, 4 on heavier or more bulky apparatus (all children to face the direction of travel).

Although it is desirable that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson, is not a realistic target, bearing in mind the restrictions of time allocated to PE and the restrictions on hall use. The children should, however, receive enough practice and guidance to be able to do it safely and efficiently.

Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

### **Impact**

Class teachers work closely with coaches to implement probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results overall. Assessment is used to inform planning and next steps and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being accomplished and that progress is being made. This is documented on the Foundation Subject Trackers and are closely monitored to ensure children are reaching their full potential.

Pupils will also be actively involved in their own assessments providing feedback through questioning and self-evaluation throughout lessons including comparing current and previous personal best results. This evidence will be used to inform future targets and develop next steps.

Photographic and video evidence can complement the assessment process and can be used to enable pupils to self-evaluate their performance and celebrate progression.

## **Physical Activity outside of PESSPA Lessons**

School aims to establish an active school ethos and environment to promote health within and outside the curriculum. This will be done in several ways:

- Encouraging pupils to participate in physical activity during play times. Staff to teach pupils a range of playground games in PESSPA lessons that can be carried on at playtimes.
- By training children in Year 5 and 6 to become play leaders. Their role will include supporting activities and games with younger children.
- By including health related exercise principles into the PESSPA curriculum. Ensuring that knowledge and understanding of fitness and health is integral to PE lessons and has cross-curricular links to other subjects, such Science, English and Mathematics.
- Links between positive mental health and positive physical health are made explicit.
- Educating and providing children with links to other aspects of health including promoting healthy eating (eat them to defeat them).
- School offer a range of clubs to promote physical activity in a fun, supportive and engaging environment.
- Signposting pupils and parents to local clubs in the community to continue to develop skills and healthy lifestyles outside of school.
- Opportunities to develop skills throughout the school day (daily mile, Personal best activities).
- Participate in local community competitions and sports events.

## **The PESSPA subject lead is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the National Curriculum and advising on their implementation.
- Monitoring the learning and teaching of PE, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all PE resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.

- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of science to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of PE in subsequent years.
- To develop the PE and Sport Premium Action Plan including the budget allocation with SLT support.

**Classroom teachers are responsible for:**

- Acting in accordance with this policy.
- Ensuring progression of pupils' PE skills, with due regard to the National Curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Liaising with the PE coordinator about topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class, communicating effectively with PE coaches and reporting this at the end of each unit using the foundation stage assessment sheets.
- Reporting any concerns regarding the teaching of the subject to the PE coordinator or a member of the SLT (Senior Leadership Team).
- Undertaking any training that is necessary to effectively teach the subject.

**Health and Safety**

Ensuring safety is of utmost importance in the planning of physical education activities. It is essential for children to develop their own skills in assessing potential risks. Adequate first aid equipment must be readily available, and staff should be trained to respond effectively and know who to contact for further assistance in case of an accident. Inhalers for children with asthma should be easily accessible and brought to every lesson.

Regular inspections of all equipment should be conducted to ensure it is in good condition. The curriculum manager should conduct frequent visual checks to assess wear and tear and ensure the security of major items. It is the responsibility of all staff to promptly report any items that need replacement or repair to the curriculum manager. Any equipment posing a safety hazard should be immediately taken out of use.

To minimize risks, all staff and children participating in physical education lessons must adhere to the following guidelines:

- All lessons are planned to follow a clear progression of developing skills and consider the age, abilities, and special needs of the class.
- Children should be made aware, understand, and follow all safety requirements related to the use of specific equipment, appropriate clothing, and the following of instructions when in a lesson.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the curriculum manager who will then repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear, or jewellery (School Uniform and dress code).
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked).
- Teaching staff should ensure and expect ambitious standards of behaviour, performance, and participation in all lessons.
- Teaching staff should follow the school's behaviour plan at all times.
- Children should be made aware of the importance of stretching in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.

### **Funding**

School is committed to providing children with high quality PESSPA. Funding from the PE and Sport Premium for primary schools will be specifically targeted at improving the provision of, and the profile of, PESSPA. The PE Leader and Senior Leadership Team will create an annual action plan to show how the PE and Sport Premium funding will be allocated which will be decided as a result of pupil voice and according to assessment, targeted support and CPD requirements. The report will be shared with the Local Advisory Board (governors) and be available to view on the school website. Monitoring and evaluation of the impact of actions to improve the provision of PESSPA will be rigorous and carried out at the end of each term.

