

## PE Policy

<b>Date Approved:</b> September 2025	<b>Print Name:</b>
<b>Date to be Reviewed:</b> September 2026	<b>Signed:</b>
<b>1. Intent</b>	
<p>It is our intention at Leasowes to ensure that PESSPA (Physical Education, School Sport &amp; Physical Activity) is experienced regularly, in a safe and supportive environment. We recognise that it plays a vital role in the physical development and well-being of our pupils as it not only addresses the physical aspects of the PE curriculum, but also contributes to the spiritual, moral, social and cultural development of our pupils. Through the delivery of our high quality PESSPA programme, Leasowes pupils will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy and active lifestyle leading to a lifelong participation in physical activity and sport.</p> <p>The golden thread of PE at Leasowes is the development of pupils' physical competence and confidence and the development of skills in which they can perform in a range of activities. We encourage all pupils to develop the skills and confidence to reach their full potential as participants, performers and leaders in order to ensure that they develop a life-long interest in physical activity and sport. Pupils are also provided with the relevant knowledge and skills required to develop their health and fitness and are given opportunities to apply this across the PE curriculum.</p> <p>Leasowes pupils are provided with regular opportunities to explore new physical activities in order to develop their engagement and enjoyment with sports both inside and outside of the school environment in order to support their physical and personal development.</p> <p>Children are provided with a range of opportunities to compete in School Sports competitions across the local area. These competitions embed sporting values such as collaboration and respect whilst also supporting personal development and physical literacy.</p> <p>Following our PESSPA programme empowers pupils to:</p> <ol style="list-style-type: none"> <li>1. Develop confidence and resilience. Pupils are actively encouraged to demonstrate consistent effort and strive for continuous progress across all physical education activities.</li> <li>2. Participate in and develop physical competency across a wide range of physical activities which provide appropriate challenge and acceptable risk.</li> <li>3. Develop a passion for learning through physical education, enhancing their physical skills, creative and critical thinking abilities, as well as their social, personal, and leadership skills. Pupils will be able to transfer and apply these skills within their broader learning and beyond the school environment.</li> </ol> <p>Advance their physical well-being through increased stamina, strength and suppleness and recognise the positive impact on their emotional and mental well-being from engaging in physical activity on a regular basis.</p>	
<b>2. Statutory Requirements</b>	
<p>Statutory requirements for the delivery of PE are laid out in the National Curriculum in England: Physical Education Programmes of Study – Key Stages 1 and 2 (2014).</p>	

### 3. Aims

The national curriculum aims of PE are:

- develop competence to excel in a broad range of physical activities
- ensure pupils are physically active for sustained periods of time
- ensure pupils engage in competitive sports and activities
- ensure pupils lead healthy, active lives

### 4. Implementation

#### Curriculum

Our Physical Education Curriculum is compliant and exceeds expectations set out within the National Curriculum.

We use the Devon PEDPASS schemes of work which comprise of medium-term units of work across the main activity areas: Games, Gymnastics, Dance, Athletics, Swimming and Outdoor and adventurous activities. These schemes of work support with the assessment of Physical Education and enable staff to assess against the National Curriculum objectives.

All PESSPA lessons are carefully planned and structured to create safe and effective learning environments. During the planning stage, we consider:

- The intended outcomes for both the unit and individual lessons.
- Potential safety risks and strategies for mitigating them.
- The delivery of skills to ensure the intended outcomes are achieved.
- The personal development of pupils, including opportunities for demonstrating leadership qualities within each activity.

The Leasowes PE curriculum is underpinned by our school values and curriculum concepts in the following ways:

- It is **relevant** as it not only ensures full coverage of the National Curriculum, but also offers a wide range of enrichment activities which cater to the interests of the children. Thus, having a positive impact upon the lives of our pupils.
- The units of work in each activity area are **progressive** and build upon prior learning. The units are then mapped out across each year group on our curriculum overview to ensure full coverage.
- Using PEDPASS enables us to adopt a **coherent** approach as teaching is accurately linked to the appropriate learning expectations for each age range.
- Furthermore, our School Sport programme, which is the structured learning that takes place beyond the curriculum (often referred to as out of hours learning), is **coherently** planned to develop and broaden the foundation learning that takes place during PE lessons. A coherent approach to our out of school hours provision allows us to consider pupil preferences and to map out activities to align with our competition calendar as well as link with community sporting activities. Our Lunchtime Active Ambassadors Programme is also strategically planned to provide opportunities for pupils to further develop and refine basic fundamental movement skills. It also enables us to achieve the governments health recommendation of 30 minutes of daily physical activity.
- We provide both a broad and **balanced** curriculum and extra-curricular programme that includes a wide range of activities. These activities enable our pupils to experience both competitive and non-competitive activities. Activities that involve problem solving, creativity, and working individually and as part of a team.
- Our programme also includes a bespoke **progressive** Health and Fitness programme across the Key Stages that focusses not only upon improving physical fitness but also educates our pupils on how to lead healthy active lifestyles.

- In Year 5, our pupils also study a leadership module that enables them to develop a wide range of important life skills. This makes our curriculum **ambitious** as children are taught how to lead and are then given the opportunity to apply these skills as an Active Ambassador.
- Our PESSPA provision is **inclusive** and is adapted to meet the needs of all students in each year group. A variety of different teaching methods are used to make the subject accessible to all pupils and the STEP principle is used to differentiate the level of challenge within lessons.
- Specific extended out of school hours learning opportunities and sporting fixtures are offered for targeted groups. For example, **Sport4All, Change4Life** and a range of gender specific clubs are offered in identified activities e.g. girls only football.
- Our PESSPA programme is **rigorous** as it is carefully planned with a clear learning focus. One lesson per week is delivered by a PE specialist and a programme of structured CPD is provided to support class teachers who deliver the additional weekly lesson.

Our PESSPA provision complies with the Statutory Orders of the National Curriculum (2014) which aims to ensure all pupils:

1. Develop competence to excel in a broad range of physical activities
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.

Our curriculum also provides activities to promote a broad foundation of movement, knowledge and skills and placing pupils in cooperative, collaborative and competitive situations. Students are encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

#### **In EYFS, teachers:**

- Plan activities that offer appropriate physical challenges and provide sufficient space, both indoors and outdoors, to set up relevant activities.
- Introduce the language of movement to pupils alongside their actions.
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

We value the importance of physical development for our children in the Early Years Foundation Stage and encourage regular participation and the practice of skills as an integral part of their learning programme. Children will be given the opportunity to develop a full range of physical skills throughout EYFS. Teachers use resources from Leap into Life, Let's Move, Active Play and the BG Fundamentals Programme to support them with activity ideas. These activities take place both indoors and outdoors and prepare the children well for the acquisition and further development of skills through the National Curriculum programmes.

Physical development is encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

Pupils' physical development relates to the physical development objectives of the early learning goals (ELGs), which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- Participating in physical activities which enhance fine motor skills.

All pupils within the EYFS are given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

**During KS1, pupils will be taught to:**

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

**During KS2, pupils will be taught to:**

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

In relation to swimming, pupils within KS1 and KS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
  - Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

### Out of School Hours

The aims of our out of school hours learning (OSHL) programme are to extend and enrich the work being delivered throughout the delivery of the PESSPA informed curriculum and to provide pupils the opportunity to develop the skills they need to access curriculum PESSPA. The programme reinforces the importance of keeping physically active in order to lead a healthy lifestyle.

OSHL opportunities are developed in consultation with pupils in order to:

- Offer a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general activity clubs which develop health and fitness such as Change for Life and Sport for All.
- Ensure that every student is offered the opportunity to attend a minimum of one OSHL activity each week.
- Ensure that school regularly participates in school sport partnership (SSP) events that promote competitive opportunities and physical activities.

To ensure the quality and sustainability of the OSHL programme the school will:

- Employ a PE teaching assistant to support subject leader to deliver the OSHL programme
- Ensure that the subject leader take responsibility for forging strong local community links (club coaches, visits to school, taster sessions and advertisements on PE notice board)
- Inform pupils and parents of the range of Out of School Hours Learning Opportunities

Leasowes Primary School supports pupils to meet the health recommendations of being physically active for at least an hour a day (3 hours for under 5-year-olds). A wide range of out of hours' activities are offered after school which may be delivered by the PE co-ordinator, class teachers, coaches or parents who have the necessary qualifications.

Registers are taken for all out of hours' activity sessions, except those which are run and managed by our junior sports leaders. Our PE teaching assistant and Year 5 pupils are regularly trained to lead and supervise physical activity sessions at lunchtimes and pupils are actively encouraged to share what activities they would like to be offered to them. Intervention clubs may also take place at lunchtimes for targeted pupils led by our PE teaching assistant.

We believe that all children should have relevant opportunities to engage in competitive sports and activities. Thus, pupils are given the opportunity to take part in a diverse range of competitive events with other schools within the Stafford and Stone district throughout their time Leasowes.

At Leasowes, PESSPA is delivered throughout the whole day. All classes have two hours curriculum PE, an allocated lunchtime and breaktime where physical activities are offered and encouraged (provided by our Active Ambassadors) along with a programme of after school sports clubs.

All pupils are expected to participate in physical education lessons. Where pupils have an injury or illness that prevents full participation, they should still get changed into PE kit and be allocated tasks, which are inclusive and involve them in the lesson as much as possible and which are safe for them to undertake (coaching, observation and analysis, timekeeping, scoring etc).

## 5. Impact

The curriculum overview maps out the PE activities covered in each term during the key stage. This however can be adapted based on the assessment information we gather and the availability of facilities and may therefore be adapted to meet the specific needs of the class at the time. The PE subject leader supports and oversees this in conjunction with relevant teaching staff.

Our medium-term plans are taken from the Devon PEDPASS Schemes of Work and teachers use these to inform both their planning and assessment.

An initial core task is carried out at the beginning of a unit to ensure strengths and development needs of the pupils are taken into consideration before planning for their specific needs. The class teacher and subject lead often discuss individuals and planning on an informal basis.

Teachers also have access on the shared area to a range of other support resources including: lesson plans, TOPs cards, AIR Resources, posters, teaching cards and video clips to support their subject specific knowledge.

Opportunities for checking progress should arise naturally in the course of the teaching unit and assessment will take place in the form of teacher observation, discussion, peer assessment and self-check opportunities. Through the use of detailed Skills Progression Grids and monitoring the learning outcomes and expectations in each unit, teachers are able to accurately assess pupil progress and attainment and to target activities appropriately.

Ongoing formal assessment data should be selective and brief and recorded on the PEDPASS sheets. The same core task from the medium-term planning documents is then used at the end of the unit as a summative assessment mechanism. Progress is then logged termly on Sonar.

Each lesson should include a warm up and cool down relevant to the main activity and learning environment/weather conditions and all students should be physically active for **prolonged periods** of time during each lesson.

Progressively, pupils should learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to principles of safe practice.

Swimming takes place at Walton High School for throughout Year 4. Lessons are planned and delivered by Walton's swimming instructor assisted by our PE staff. The school is affiliated to the ASA School Swimming Charter and we follow the STA Progressive Swimming Awards Programme.

### **Cross-curricular links**

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

### **English**

- Pupils are encouraged to describe what they have done and to discuss how they might improve.
- Children in EYFS link their learning to class fairy tales and stories.

### **Mathematics**

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball using accurate measurements.

### **PSHE**

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

### **Spiritual, moral, social and cultural development**

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are given the opportunity to develop their leadership skills by leading activities and becoming Active Ambassadors.
- Pupils are given the opportunity to engage with competitive sports.
- Pupils are encouraged to respect other pupils' levels of ability

## **6. Safe Practice**

Leasowes children enjoy learning in PE across the psychomotor, cognitive and affective domains. They are physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle. Many have developed the skills and confidence to reach their full potential as participants, performers and leaders so that they will develop a lifelong interest in physical activity, fitness and sport.

The general teaching requirement for health and safety applies to this subject. We encourage pupils to consider their own safety and the safety of others at all times. All staff have access to a copy of the afPE publication, which states safety guidelines 'Safe Practice in Physical Education' (2020) and we follow the safe teaching principles outlined in this book guidance.

Our main aim in providing safe sessions is to anticipate incidents arising through **Prevention** and informing students about the hazards and risks that may be present in the activity and helping them recognise what might cause harm. We then educate students about how being safe enables them to learn about what is safe and what is unsafe (PIE model – afPE, 2016).

**Teachers should always 'teach safely' and 'teach safety.'**

All accidents, no matter how slight should be reported in the school's accident book, which is kept in the medical room.

All adults working at the school have a responsibility to report any defects in equipment which require attention.

The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.

### **Risk Assessment**

Good teaching, and therefore safe teaching, in PESSPA is achieved where a balance between appropriate challenge and acceptable risk is maintained and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as '**forethought**' is an essential part of effective teaching, managing and learning.

It is the responsibility of all adults leading activities to carry out a dynamic risk assessment prior to every PESSPA lesson.

Staff must ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Gymnastics equipment must be checked by teachers before any pupil is allowed to use it.

### **PE Kit and Clothing**

We expect pupils to change for PE into the agreed practical, comfortable, appropriate and affordable kit for each activity.

All pupils must change into shorts and T-shirts for PE lessons. For outdoor activities and in cold weather, pupils are encouraged to have a tracksuit or warm top.

During swimming lessons, pupils are expected to wear the following:

- Appropriate swimwear
- Swimming cap for pupils with long hair

Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and sportswear.

### **Footwear**

Pupils must wear footwear which is appropriate to the activity when outdoors. This will usually be pumps or trainers. For Dance and Gymnastics, which takes place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils who have a verruca should also work in bare feet as they can only be passed onto other people through damp environments.

### **Jewellery**

No jewellery is to be worn for physical activity. As a school, we encourage any new piercings to be carried out at the beginning of the summer holidays so that jewellery may be removed. This information is communicated to parents through our newsletter. If a pupil cannot remove their studs for any reason, they may not be able to take part in the physical elements of the lesson due to the associated risks however alternative involvement in the lesson will be provided.

To maximise safe and meaningful participation the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious or cultural requirements.

### **Hair**

Where pupils have long hair, this should be tied back so that it does not get caught or restrict vision.

### **Hot weather**

In hot weather, protection from the sun is advisable, therefore children can wear caps and should be allowed to take their water bottles out to PE lessons to prevent dehydration. Parents will also be advised to provide sun cream for their children to apply.

### **Changing**

In Years 5 & 6, girls and boys will change separately for PE, and when required, the school will make adequate and sensitive arrangements for changing which take into account the needs of pupils with disabilities and pupils from different religions, beliefs, cultural backgrounds or gender identity.

Where staff members need to change, this will be done privately and never in the same space as pupils.

Pupils who identify as transgender will be allowed to get changed in the facilities that correspond with their preferred gender identity. Alternative provision, such as disabled toilet facilities, are also made available where necessary.

Where a pupil who requires additional support needs assistance changing, the school will adhere to the Intimate Care Policy. All staff will be aware of any intimate care issues.

### **Behaviour**

Pupils will act in accordance with the school's Pupil Code of Conduct and Behaviour Policy at all times.

Pupils will be made aware of the expected behaviour for handling PE equipment and resources. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous.

During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behaviour Policy.

**This policy has due regard to all relevant statutory guidance including, the following:**

- **DfE (2013) 'Physical education programmes of study – key stages 1 and 2'**
- **DfE (2013) 'National curriculum in England: PE programmes of study'**
- **DfE (2021) 'Statutory framework for the early years foundation stage'**