



The Anthony Curton and Tilney All Saints Primary Schools' Partnership

PHYSICAL EDUCATION, SCHOOL SPORT & PHYSICAL ACTIVITY POLICY (PESSPA)

Our School Vision

To provide a safe, nurturing environment, where everyone can blossom, being the best version of themselves whilst inspiring and increasing courage, individuality and confidence and motivating all to reach their full potential. Everyone is empowered to make good choices through the spirit of God and the fruits offered.

Galatians 5:22-23 "But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law,"



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PHYSICAL EDUCATION, SCHOOL SPORT & PHYSICAL ACTIVITY POLICY (PESSPA)

The following document provides additional guidance for those teaching Physical Education, School Sport and Physical Activity at Anthony Curton and Tilney All Saints Primary Schools. It should be read in conjunction with the National Curriculum for PE (NCPE 2014). It is intended that this policy will:

- Provide an agreed rationale of the aims for PESSPA
- Ensure each pupil's entitlement & potential in PE PESSPA is fully realised
- Provide a clear basis from which to plan, deliver & review pupil's learning
- Provide a source of reference for staff & visitors to the school and lead practice

SCHOOL PHILOSOPHY STATEMENT

Subject Rationale

Physical Education develops pupils' confidence, physical competence, and their ability to use these skills in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals, in groups and as part of a team. It promotes positive attitudes towards healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, co-operative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and to make choices about to how to become involved in lifelong physical activity.

At Anthony Curton and Tilney All Saints Primary Schools we seek to provide a full, varied and exciting PE curriculum which challenges, engages and inspires pupils. We see PESSPA as a vital component of a child's educational experience and learning in and through PE helps integrate wider pupil learning & cross-curricular links.

School Aims (Intent)

We endeavour to provide an educational experience that is exciting, engaging, stimulating and inspires in both its delivery and content and which provides the key skills necessary for a rounded PE learning experience.

In order to do this we aim to:

- 1) Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
- 2) Enable pupils to be familiar with a body of knowledge, principles and vocabulary related to PE. This will help them to see what they learn in PE as a major feature in their lives, related to employment, leisure and culture and also as part of a wider body of interpersonal and problem-solving skills. Pupils will be able to understand and use safe practise and to appreciate its importance to PE. They will be able to recognise the impact of both long and

short term exercise on the body and its role in maintaining a healthy lifestyle. (Developing personal and cultural capital)

- 3) Enable pupils to develop a range of desirable personal qualities such as *creativity, safety awareness, politeness, perseverance, concern for others, initiative and independence*. We also strive to establish and *build self-esteem, mindfulness, a growth mindset* through the development of physical confidence / physical literacy.
- 4) Enable pupils to work independently, as part of a group and as a team in a variety of activities. This will help the development of core communication skills in different forms.
- 5) Employ teaching methods and resources (adapting them whenever necessary) that will allow pupils to have equal access to PE (PESSPA) and to experience success and enjoyment in their PE work.
- 6) Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual, local, national and international communities.
- 7) Allow pupils to develop informed opinions and be able to support them in reasonable argument.

Subject Aims

In line with the National Curriculum (published Sept 2014) we believe that the PE should provide opportunities for pupils to:

- Develop competence to excel in a broad range of physical activities
- Engage in competitive sports
- And activities are physically active for sustained periods of time
- Lead healthy, active lives

PE and Sports Premium Funding

Schools are required to publish details of what they **plan** (Intent) to use the funding to achieve, how they **spend** this funding (Implementation) as well as the outcomes for pupils (Impact) in terms of PE and sports participation and attainment. The school uses this funding to meet the following requirements, reporting back annually on the impact of its plans to:

- Meet the national requirements for swimming and water safety
- Key indicator 1 – The increased confidence, knowledge and skills of all staff teaching PE
- Key indicator 2 – The raising of the profile of PE and sports across the school
- Key indicator 3 – The engagement of all pupils in regular physical activity (30 mins/day)
- Key indicator 4 – The broader range/experiences of sports and activities offered to all
- Key indicator 5 – The increased participation in competitive sport

Details of our strategic, planned use of the funding, together with our impact assessments can be found on-line through the school's website. Our school values the additional funding and opportunities that this Premium provides for our pupils and the subject leader works closely with all staff and Governors to ensure our intent is met.

Curriculum (Implementation)

Programme

PE is taught in class groups. With the exceptions of swimming, the class teacher is responsible for teaching all aspects of PE, along with the support the school sports partnership coaches. The class teacher will be provided with details for the programme of learning to be covered during each unit of work and for each term. The school follows a progressive scheme of work *Get Set 4 PE*. It is supported by planned CPD & training identified with staff through a PE skills self-audit and the PE Subject Leaders monitoring. We ensure that pupils receive an entitlement to 2 hours of focussed physical education per week on top of other opportunities to be physically active.

Our Curriculum Map (Long Term Plan) is attached. This plan shows the sequencing of the learning and planned progression.

Lesson Routine

- All jewellery is removed for safe practice and in line with school's Policy for Jewellery in PE
- Stimulus, questions and ideas are provided to introduce the lesson
- The learning intent and outcomes must be shared with the pupils prior to starting the lesson and reinforced throughout
- They should then line up in silence in the classroom, ready to be escorted to the area of work.
- Once in the hall they should sit quietly in a space waiting for instructions.
- On the playground or field they should stand as instructed ready to begin the lesson.
- When going swimming pupils will be escorted to the coach. At the pool, once changed, they will be expected to sit quietly on the poolside, until told to enter the water and follow all instructions. After swimming, once changed, pupils will be required to line up in the pool foyer until the class is ready to return to the coach.

Contribution of PE to the Wider Curriculum

English

PE contributes to the development of speaking and listening skills by encouraging children to:

- Follow instructions
- Understand and respond to instructions
- Understand a task and use the terminology to express it
- Act on advice given
- Learn from others
- Exchange ideas, use team tactics and provide peer evaluation

PSHE / D.T

- Children are taught the benefits of exercise, healthy eating and how to make informed choices about their lifestyle

- In PE children are encouraged to work co-operatively across a range of activities and experiences. They learn to respect the views and abilities of others

Maths

- Children learn to apply numeracy skills when counting, measuring and timing
- They are encouraged to use mathematical terminology for shape, space and position
- They develop their ability to problem solve

Assessment, Reporting and Recording Statement (Impact)

Pupils will be fully aware of the learning objectives of their lesson and how they will strive to achieve them. This should also be put into the wider context and how their learning links, building on prior learning and next steps in their learning. Pupils will receive formative feedback that is both constructive and specific, which will allow them to take the necessary next steps in their learning irrespective of their different starting points.

There will be plenty of opportunities for both self and peer assessment allowing the pupils the opportunity to take greater control of their own learning and developing a better understanding and awareness of the different pathways towards improvement. Ongoing unit assessment is carried out using the suggested format provided by the PE subject leader.

Inclusion Statement

Anthony Curton and Tilney All Saints Primary Schools are committed to equity & inclusion. We will do our utmost to include all pupils, regardless of gender, colour, religion, ability or disability, in accordance with our whole school inclusion policy. Activities will be differentiated and adapted appropriately to allow all children to access them at a level that is both safe and suitable. Every pupil will have equal access to the National Curriculum. Pupils will have equality of opportunity in terms of curriculum, balance, time, resources, facilities and access to extra-curricular activities and where appropriate equitable access due to adapting resources, task or outcomes to provide that pupil with what they require to achieve.

Teaching and Learning in Physical Education

Anthony Curton and Tilney All Saints Primary Schools strive to provide all pupils with an exciting and motivating PE curriculum that encourages participation in a wide range of physical activities, learning a range of different skills and a growing awareness of how the body works and how to stay fit and healthy. We aim to provide children with the fundamentals of movement that will allow them to develop a wide range of skills, setting the foundation for life long participation and enjoyment of physical activity. PE is monitored on a regular basis in line with whole school policy to ensure standards of teaching, learning and pupil achievement are of the highest quality.

Loss of Lesson Time

If due to weather, staffing or any loss of practical space (e.g. visiting theatre company, school event) every effort will be made by the teacher to switch lesson times, rearrange a PE slot so that no time

per week is lost where ever possible. This is in line with our commitment and belief that every pupil should receive an entitlement to two hours a week high-quality PE.

STAFFING

Curriculum Leadership & Management

The subject leader is responsible for all aspects of the Physical Education at Anthony Curton and Tilney All Saints Primary Schools. Issues of concern regarding PE should be addressed to the subject leader in the first instance.

Physical Contact

By its very nature there are times in P.E where physical contact is required such as to ensure a child's safety or to help correct a movement or action. Physical contact will only take place where necessary. Staff must first demonstrate movement/action or ask another pupil to do so. They should then verbally instruct pupil. Finally if further assistance is required staff member should explain to pupil what they will be doing to assist them and allow pupil to give their consent.

Statement of Intent for CPD

In order to achieve our intent for pupils learning and attainment in PE, all teachers will be able to attend training as identified & appropriate to their own CPD and that of the staff collective need, in order to enhance their confidence, skills and knowledge, which in turn will benefit children's learning. Staff attending any CPD will be expected to evaluate the effectiveness of the provision and how this has improved their confidence and competence. Staff will be expected to share resources etc. with the PE subject leader so that further dissemination can occur. The PE Subject Leader will conduct whole staff PE skills audits to help identify staff individual and collective needs. This will also allow confident staff to mentor staff who identify a training need as well as through external providers. The school will identify appropriate accredited and experienced external providers / companies to provide CPD.

PE Kit

Pupils will be expected to come to school dressed in suitable P.E. kits on days when they do P.E. Pupils and parents / guardians / carers are reminded of the correct kit in regular newsletters and at the start of each academic year. Details are also online on the school's website. Additionally, pupils will be encouraged to wear football boots and shin pads when playing football / hockey and as appropriate.

Children will be notified if any additional kit is required in order to allow safe participation in an activity.

For swimming pupils will be expected to wear close fitted swimming costumes and hats. Goggles are optional.

Jewellery

The School's approach is that no items of jewellery shall be worn during PE lessons and that as such any worn in accordance with the school's policy on jewellery will be removed to keep the pupil and others safe. If ears have recently been pierced then it may be permissible to allow pupils to undertake many of the elements of a PE lesson providing the earrings are adequately taped and that the risk of a blow/pressure to the ear is low. The teacher will consider through a dynamic risk assessment what is planned and the likelihood of a situation being unsuitable e.g. contact activities such as competing for a ball in Netball, Tag-Rugby etc. Where a risk exists to the safe engagement and active participation of the pupil, then they will be given adapted activities such as skills practice, refereeing, 'coaching' or photographer to ensure active engagement and focus on the learning in hand. Pupils will be actively encouraged to remove earrings as opposed to taping. Frequent reminders from the Headteacher via the school newsletter and website will further support the school's stance.

Pupils wearing medi-alert bracelets should cover them with a sweat band. Please refer to the afPE Safe Practice in PE, school sport and physical activity book/ online resource (2024 onwards) and discuss any concerns with the PE subject leader in the first instance. This school is also sensitive to religious practice and during certain times pupils will be allowed to wear recognised religious items and a risk assessment will be made.

Safety Documentation

The following documents are available to view and should be read as appropriate:

Safe Practice in PE, afPE, 2020 Tenth Ed

Schools Visits and Journeys; Procedure, Regulation and Guidelines

Guidance / Code of Safe Practice for Swimming

Any concerns regarding safety should be addressed to the subject leader in the first instance.

Risk Assessment Statement

Copies of the risk assessments are kept in the PE subject leader folder, along with the latest edition of *Safe Practise in Physical Education, Physical Activity and School Sport* and will be shared with staff.

All teachers should also make themselves aware of the risk assessments / health and safety arrangements for the areas of activity they are teaching and from time to time the PE subject leader will update staff when any guidance changes, there has been an incident, accident or near-miss requiring review.

All staff and pupils are taught to handle and carry apparatus and resources appropriately. They are taught to recognise hazards, assess risk and take steps to control the risk for both themselves and others.

Staff should inform the PE lead if they have any concerns regarding risk.

All equipment is inspected annually by an approved company.

Children and staff are taught/expected to report any potential concerns over equipment to the PE lead or coach.

NON-PARTICIPANTS

If for any reason a pupil is unable to take part in the practical aspects of the lesson, he/she should accompany the class to the lesson and take an appropriate role within it, such as judge, referee, evaluator, photographer etc. Non-Participation ideas have been made available by the Subject Leader. Class teachers should record and monitor non-participation as part of good practice (safeguarding) and address any concerns with the PE Subject Leader / Safe-guarding Lead as appropriate.

EXTRA-CURRICULAR ACTIVITIES – OUT OF HOURS LEARNING

In addition to the formal curriculum the school offers a range of out of hours learning opportunities (OSHL). These activities enable, enrich, compliment and extend curricular activities and provide both enjoyment and sporting excellence. A timetable of these activities is displayed in both the PE folder and schools notice boards.

Community Links and Engagement

West Norfolk School Sports

Wisbech Grammar School