Unlocking the Potential for Everyone to Flourish in the love of Christ.

'But I am like an olive tree flourishing in the house of God.' Psalm 52:8

St Peter's Church of England Primary School

PESPPA Policy

September 2025

This policy outlines the teaching, management and organisation of Physical Education (PE) at St Peter's Primary School. All staff have been involved in drawing up this policy and its implementation is the responsibility of all teaching staff.

Our PE policy was last reviewed in October 2025 and has the full agreement of the Governing Body.

Physical Education, School Sport and Physical Activity (PESSPA) is of the highest quality, experienced regularly and delivered in a safe and supportive environment at St Peter's primary school.

In the early years foundation stage (EYFS), children are taught fundamental movement skills. Across the school, our aim is to develop pupils' competence as a priority because of its relationship to motivation, enjoyment and its potential to build confidence and engagement in physical activity and sport.

All pupils take part in at least two hours of PE per week. The physical activities and sports we teach are carefully selected to match the breadth and ambition of the national curriculum. Our PE programme is coherent and designed to support all pupils to know more and do more. We aim to reduce inequalities and teach the important knowledge pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

All staff value the important role of PE and its contribution to the whole child. They are determined that all pupils enjoy and participate in sport and physical activity and equip them with the knowledge to make informed decisions about how to live a healthy, active life.

Aims

The school's aims for PESSPA are for our pupils to:

- Develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk.
- Build confidence and resilience to try hard and make progress across all activities.
- Enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school.
- Be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them.
- Develop their physical well-being through increased stamina, strength and suppleness, and recognise the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis.
- Be involved in learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life.

Curriculum Implementation

PE may be the first and only place where our pupils are taught safe, efficient and intelligent movement. It is also a subject where pupils acquire important health-related knowledge to help them make informed decisions about how to live a healthy, active life. At St Peter's Primary School, it is considered a unique and valuable area of curriculum and is prioritized. Every child is given at least 2 hours of PE per week.

Our progressive and coherent physical education programme matches the breadth and ambition of our national curriculum and takes into account individual interests and needs. It provides activities to promote a broad base of knowledge placing students in cooperative, collaborative and competitive situations that aim to cater for the preferences, strengths and needs of every student. We will develop their creative and expressive abilities, and provide situations where students work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the things that affect health and well-being. It is an inclusive curriculum and all pupils are given equal access irrespective of their age, gender and cultural or ethnic background.

In the **EYFS**, staff:

- Plan activities that offer appropriate physical challenges, and provide sufficient space, indoors and outdoors, to set up relevant activities.
- Give sufficient time for students to use a range of equipment.
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movement to all pupils, alongside their actions.
- Provide time and opportunities for pupils with physical disabilities or motor impairments to develop their physical skills.
- Use additional adults to support with enabling children to gain increased independence in physical activities.
- Deliver 'bikeability' to enable children to use balance bikes (this is delivered by Nicola Rogers- a bikeability trained HLTA)

During Key Stage 1 our pupils are taught the knowledge skills and understanding they need through dance, gymnastics and games activities.

At Key Stage 2**,** the curriculum is widened and pupils have access to athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming.

St Peter's provides all pupils with their entitlement of at least two hours of high quality physical education a week. This is in addition to daily physical activity that is also planned through 60 active minutes. Our lessons are generally around 1 hour per session, which is split into 2 different sessions throughout the week to ensure children have their entitlement.

A copy of our curriculum documentation for PE is on the school website.

Planning the Physical Education (PE) Programme

We have a clear rationale for prioritising what physical activity we include in our PE curriculum and when it is taught. The national curriculum ambition leads our curricular planning, but at St Peter's we have ownership of exactly what pupils need to be taught and sequence it so that they can develop competence over time.

In the curriculum overview, there are clear, specific and ambitious end points and staff plan pupils' learning objectives and outcomes to suit the needs of their class. We work hard to identify any gaps in motor competence and address these quickly, particularly fundamental movement skills- which may take up a large proportion of curriculum time to bridge those gaps.

Pupils with special educational needs and/or disabilities (SEND) are supported to achieve well in PE because staff have clear, specific and actionable information to support them in meeting the pupils' needs in a PE setting. At St Peter's we use STEP (space, task, equipment, people) to ensure learning is inclusive and adapted to support the need of the children. Other adaptations to PE may also include blocking PE into shorter 20 minute sessions.

All of our PE lessons are planned and structured to contribute to safe learning situations. PE sessions are currently taught by experiences coaches, trained in Level 5 coaching, with the intention that they will provide CPD to upskill teachers and Teaching Assistants to provide them with the skills and knowledge to teach PE of the highest quality from September 2026.

Our PE plans are accessed by teachers on the PE Passport App through an IPAD and class teachers are responsible for overseeing the planning and assessment of PE. The curriculum has been carefully selected by the subject leader, alongside a Lancashire PE consultant to ensure the plan is progressive and suits the children at St Peters effectively.

Each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all pupils, to extend those who are more able and provide appropriate levels of support in order for all pupils to make progress.

The learning objectives are made clear to pupils at the beginning of each lesson and revisited throughout the session. Explicit learning about safety is discussed where appropriate in each session. Teachers also conduct their own dynamic risk assessments, and plan adapted learning tasks and assessment opportunities.

Our school has worked hard in recent years to make purposeful links between PE, PSHE and science teach pupils important age-appropriate knowledge about how to live a healthy, active life.

Each lesson includes a warm-up and cool-down relevant to the main activity all pupils should be physically active for sustained periods of time in every lesson.

The use of visual aids and ICT is strongly encouraged to enhance learning.

Swimming and Water Safety

Swimming is a statutory area of the PE national curriculum and all pupils at St Peter's Primary School have access to swimming instruction in KS2

The national curriculum aims are to teach pupils to:

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

Swimming takes place at Hyndburn pool for Year 3 pupils in the summer term and Y4 pupils in the autumn and spring terms. Children in Y5 and 6 who have not yet met the expected standard in swimming will be provided with additional sessions.

Lessons are planned and delivered by the pool provider's swimming instructors and class teachers and teaching assistants who attend support these sessions. Our school has a good oversight of what is taught and how it is taught.

The instructors provide the class teacher with pupil assessments at the end of each term and those children who do not meet the expected standard at the end of year 4, will be required to attend swimming in the next academic year. *St Peter's data is tracked by the the PE Lead and then, in the case of Year 6, published on our school website and in the Sports Premium document'*

Water Safety is also taught by the swimming instructors, by class teachers across the school as part of our PSHE curriculum and during assemblies in conjunction with the annual National Drown Prevention Week.

Time Allocation

At St Peter's Primary School, PE is delivered throughout the whole day. Each class have timetabled sessions to teach all pupils the important knowledge they need to make informed decisions about how to live a healthy, active life.

All classes have at least two hours of PE each week. For those children with SEND, these session may be broken up into 20 minute slots depending on the needs. The time allocated for PE is not sacrificed to provide additional interventions or help pupils to catch up with missed teaching in other subjects.

Pedagogy and Assessment

The knowledge to be taught across the years is clearly defined through the PE Passport APP so that staff can use this information to support their planning and assessment.

At St Peter's we work hard to provide the highest quality PE at our school to enable pupils to develop competence in physical activity. All class teachers are given opportunities to develop their subject expertise through observations of a sports coach and relevant CPD through relevant consultants to provide the best conditions for all pupils to learn the PE curriculum.

High expectations are clearly explained to pupils and staff ensure children are encouraged to participate and engage fully in every PE session. What we want our pupils to learn in PE is communicated clearly in every

lesson and class teachers follow the plans to ensure there are frequent opportunities to check their understanding. When assessing the pupils, we check what pupils know and what they can do before moving on. Our recent work on the curriculum design has improved the breadth and depth of what is offered and we are mindful of the need to give pupils enough time to build knowledge and develop proficiency before moving onto a new activity.

Staff use the PE Passport APP to take 4 video snapshots at the beginning of each unit (whole class, a child working towards standard, a child at the expected standard and a child exceeding the standard). At the end of the unit, staff will then take the same 4 video snapshots to demonstrate progress. Throughout the unit, the children are assessed against the objectives stated on the medium term plans and a final overall assessment is given. Although we currently use a sports coach to deliver our PE sessions, assessment will be carried out by class teachers. This will be done through observations of PE sessions and working closely with the sports coach. Staff use the STEP (space, task, equipment, people) method to support all pupils to meet our ambitious outcomes and understand how to modify activities, particularly for SEND pupils where appropriate.

Monitoring Standards of Teaching and Learning

Subject monitoring and evaluating is carried out by the subject leader with support from the school leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement.
- Pupil interviews.
- Self-evaluation of the subject.

Extra- Curricular Activities

In addition to timetabled PE lessons, extra-curricular experiences are offered to all pupils free of charge to increase their competence and confidence in PESSPA. Clubs are offered to children during lunch times and after- school to increase engagement. Attendance at the clubs and activities is monitored to ensure our extra-curricular programme is inclusive.

The aims of our extra-curricular programme are to:

- Provide a balance of competitive and non-competitive activities.
- Embed values such as fairness and respect and build character.
- Provide specific movement/general physical activity clubs to develop health and fitness.

To ensure the quality and sustainability of our extra-curricular programme, the school:

- Employ a range of qualified and experienced coaching staff and implement quality assurance through the subject leader.
- Rotate activities so that children have access to a wide range of activities to meet the interest of different children.
- Inform pupils and parents of the range of extra-curricular experiences.

At St Peter's we currently log all of the extra-curricular clubs and attendees on the PE Passport APP to track engagement and provide as many possible opportunities for every child to be actively involved.

Active Break and Active Lunchtimes (60 active minutes)

As a Gold accredited OPAL (Outdoor Play and Learning) school, children have access to wide range of equipment to ensure they have an active break time, which contributes positively to behaviour. The OPAL equipment provides an inclusive playground and allows children to develop their physical health.

In addition to OPAL, children are strongly encouraged to complete the daily mile. Class teachers take children out onto the playground during the school day to complete this. Although children may not start by completing the full mile each day, the aim is that they will build up their stamina with the end goal to fully run a mile. Class Teachers have a log of the time or distance that children have travelled during their daily mile session and it is regularly reviewed by the subject leader.

We have recently introduced the Active Travel to School challenge. This is to encourage more of our families to be more active and walk to school. This in turn will reduce traffic outside of the school grounds and ensure a safer environment. Children will receive a badge each month based on how many times they walk to school. This limit may be altered to correlate with engagement in the programme.

Sports Partnership

Being part of the Hyndburn and Ribble Valley School Sports Partnership provides St Peter's Primary School with access to a wide range of high-quality sporting opportunities, competitions, and festivals that promote active participation and teamwork across all year groups. The partnership supports staff development through CPD events, and helps embed a culture of physical activity and healthy lifestyles. It also enables our school to collaborate with others locally, share best practice, and celebrate sporting achievement within a supportive network.

Staff Development

All staff receive effective training in teaching our planned curriculum and are provided with opportunities to develop their subject knowledge through CPD. We also provide appropriate professional development in health and safety matters on a regular basis to ensure staff are confident and competent in all the areas of activity taught. The PE and Sport Premium, is used to upskill all staff- this is currently being used through the sports coach as they will be working closely with the teachers.

Leadership and Management

The PE subject leader is responsible to the head teacher and will ensure that the following tasks associated with the role are carried out where appropriate:

- Supporting with developing good classroom practice.
- Managing the budget including the PE and Sports Premium, based on the needs identified through the monitoring and evaluation of the subject.
- Publishing reports on the school website about the allocation of the sports premium fund and its impact.
- Auditing, ordering and reviewing the efficiency of equipment.
- Monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved
- Making all resources available to all staff, including health and safety policy, schemes of work, assessment materials and resources to support learning
- Carrying out risk assessments in line with employer procedures
- Keeping up to date with developments as appropriate.

Support Staff and External Coaches

Additional support staff will be used during curriculum and non-curriculum time in order to:

- Support the delivery of high quality PESSPA
- Enrich or enhance an activity pupils are undertaking
- Potentially provide additional opportunities for extra-curricular experiences.
- Support children with SEN/D

All adults supporting learning and PE teaching will receive appropriate access to relevant training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice. No support staff or coach will take a PE lesson alone; they must have support staff with them. However, the class teacher always maintains overall responsibility for what is taught and the conduct, health and well-being of the pupils.

The head teacher maintains responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport certificate/license, where relevant, and confirming authenticity of all external coaches.

Health and Safety

We follow the PESSPA guidance provided by the Association for Physical Education (afPE); '*Safe Practice in Physical Education, School Sport and Physical Activity'*. This is a comprehensive guide to safe practice and managing risk in PESSPA. A copy of this can be found on the AfPE website.

Risk Assessment/Managing Risk

In PESSPA, safe teaching is achieved where there is a balance between appropriate challenge and acceptable risk and the likelihood of injury occurring is minimised. A logical and structured approach to preparation, referred to as "**forethought**", is an essential part of effective teaching, managing and learning. Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed. During the thorough risk assessment of the school, which is carried out on a termly basis (in line with the statutory requirements under the Management of Health and Safety at Work Regulations 1999), significant risks are reported to the head teacher. Risk assessments for the hall and outside area for can be found in the school's Health and Safety/ Risk Assessment drive. Teachers are also encouraged to carry out dynamic risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or an alternative approach should be used.

Conclusion

If a pupil receives a bang or bump to the head, they must be removed immediately from the activity and given immediate medical care. Incidents can happen on the playground, in the PE lesson, in the EYFS environment, in extra-curricular activities, in the corridor, in fact anywhere in the school. Our school has a clear protocol and procedures **for head injuries** as part of our whole-school first aid and emergency treatment policy.

Physical Contact in PE

Physical contact is an essential and appropriate part of many Physical Education activities, particularly in team sports, partner work, and skill development. At St Peter's, we ensure that all physical contact is purposeful, respectful, and clearly explained within the context of the activity. Staff model and reinforce boundaries to create a safe and inclusive environment, and pupils are taught to understand consent, personal space, and appropriate interaction. Any concerns regarding physical contact are addressed promptly in line with safeguarding procedures.

However, in curriculum PE, we undertake a robust risk assessment regarding PPE in order to achieve optimum levels of participation and involvement of all pupils. We modify the equipment used such as having larger, lighter balls when playing. We give thought to the organisation of groups within lessons and play non-contact versions of physical-contact games in order to remove the need for PPE.

Weather conditions

Pupils should wear sufficient and appropriate clothing for the weather conditions in order to minimise the likelihood of injury or illness. Our policy is when pupils are participating in hot weather, parents are reminded to provide sun-cream protection for their children. In EYFS and KS1, we ask for them to apply the protection before the children come to school. At KS2, we encourage the pupils to take responsibility and apply the protection themselves during the day. Arriving at school with sun protection is helpful and we encourage this.

We also ask parents to ensure pupils arrive at school in hot weather wearing a hat and these are worn for outdoor PE lessons and playtimes.

Clothing for outdoor lessons and activities should allow good freedom of movement, but will also need to offer some insulation from cold weather in winter months. Additional layers for warmth are advisable and we allow pupils to wear their coats if safe.

PESSPA Clothing and Footwear

Students should wear clothing that is **fit for purpose** according to the PESSPA activity, environment and weather conditions.

Physical Education lessons:

- Plain white t-shirt
- Black shorts
- Black joggers
- Black trainers or pumps
- Socks

Swimming (KS2):

- Swimming costume (no 2 piece for girls)
- Swimming trunks
- Swimming hat

Sports competitions and school games events:

- School hoodies (provided by school)
- Black trainers or pumps
- Joggers or black shorts

Long hair worn by students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

For classroom-based movement in a limited space or **playground activity** (eg “wake and shake” type activities), it is acceptable for children to remain in their school uniform. During this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.

St Peter’s has a no ear rings policy; this applies to PESSPA also. Personal effects, such, religious artefacts, watches, hair slides, and sensory aids (including glasses) should be **removed** to establish a safe working environment.

Changing Provision

This principle is about ensuring **dignity, decency and privacy**, where needed, be it for reasons of physical development or other individual needs. As our school lacks purpose-built changing rooms, when changing for PESSPA, EYFS and KS1 students will change together in their classrooms, whereas KS2 students will change in separate areas. Staff are present during changing times to ensure pupils are safe at all times.

Equipment and Resources

The majority of PESSPA equipment is stored in the PE cupboard located in the hall. The OPAL equipment is stored throughout the school for easy access but mostly in the store on the KS1 playground. The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of the pupils in order to enhance learning.

Pupils are encouraged to:

- Look after resource
- Use different resources to promote learning
- Return all resources tidily and to the correct place (with staff supervising)
- Learn any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the subject leader. Any piece of apparatus where damage is observed that could cause injury must be isolated from use and reported. No groups or individuals should be able to access the resource until such time as it is made safe.

The PE and Sport Premium Funding

Since March 2013, the government has dedicated an annual primary PE and Sport Premium that goes directly into primary schools. It continues today and schools are required to publish details of how they spend their PE and sport grant and evidence the impact of this funding. Details of how we spend the PE and Sport Premium Funding can be found on the school website

At St Peter's Primary School we have a dedicated 'Link' Governor, Peter Williams who liaises with the PE subject leader on the PE and Sport Premium funding and all matters pertaining to PESSPA. Governors are responsible for the spending of this funding and ensuring it meets the requirements of the conditions of grant.

The review of our PESSPA policy takes place every two years or if any incidents or significant changes occur.