



Holy Trinity C of E Primary School PESSPA Policy



Physical Education, School Sport and Physical Activity

Holy Trinity school 2023/25 PESSPA Policy

We recognise the importance of PE and school sport and the role it has to play in **promoting long term, healthy lifestyles**. The intent of our PE curriculum is to provide all children with 2 hours of **high-quality** PE and sport provision. It is our vision for every pupil to succeed and **achieve their potential**, as well as to lead **physically active lifestyles**. We strive to **inspire** our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide **opportunities** for pupils to develop **sporting values** and **transferable life skills** such as fairness and respect as well as providing them with opportunities to take part in **competitive** sport. We pride ourselves on having an **inclusive** sporting offer from EY to Y6 and ensure that we engage our least active and SEND children.

Aims:

- ✓ Children are inspired to lead a healthier and more active lifestyle.
- ✓ Children are given the opportunity to experience a range of sporting opportunities and strengths are identified.
- ✓ Links to local and national clubs to establish community pathways.
- ✓ Children will understand the importance of competitiveness and will learn to win and lose with grace and respect.
- ✓ Children will achieve their potential in sport and staff will ensure that potential is fostered and children are offered the opportunity to develop as sports people and as sports leaders.
- ✓ All physical education lessons are progressive and tailored to individual children's needs. Ongoing assessment allows us to target intervention and celebrate success.

Implementation - Curriculum

All pupils are entitled to a progressive and comprehensive physical education programme that embraces current Statutory Orders of the national curriculum and considers individual interests and requirements.

Our curriculum will provide activities to promote a broad base of movement knowledge and skills, placing pupils in cooperative, collaborative and competitive situations that aim to cater for the preferences, strengths and needs of every pupil. We will develop their creative and expressive abilities, and provide situations where pupils 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 factors that affect health and well-being. Our curriculum embraces the Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance (England). It is inclusive, and every pupil has equal access irrespective of their age, gender, cultural or ethnic background.

While retaining its unique contribution to a pupil's movement education, PESSPA has considerable potential to contribute to much wider areas of learning. It is considered important for PESSPA to be integrated into the whole school's planning for the development of pupils' literacy, numeracy, science, geography, PSHE and computing skills.

In the EYFS, teachers should:

- Plan activities that offer appropriate physical challenges, and provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for pupils to use a range of equipment and, whenever possible, teach half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to pupils, alongside their actions
- Provide time and opportunities for pupils with physical disabilities are more to impairments to develop their physical skills working as necessary with physiotherapists and occupational therapists
- Use additional adult help if necessary to support individuals and to encourage increased independence in physical activities



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During Key Stage 1 (England), pupils should be taught knowledge skills and understanding through dance gymnastics and games activities.

Key Stage 2 (England) pupils should have access to all components of the National Curriculum Programme of Study (athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming).

The school provides all pupils with their entitlement of at least two hours of high quality physical education a week, delivered in two sessions.

Pupils have access to a broad and balanced curriculum programme of study which is visible in the PE area.

PESSPA is rarely cancelled. The school values regular and frequent lessons to develop children skills and abilities. In the event of weather conditions making it unsuitable to complete the planned activity, alternative arrangements would be made. These include class based activities around the planned activity (e.g. evaluating and improving work based on watching video clips from the previous week's learning) or rescheduling the activity for another day. If a suitable indoor space is available, the activity could be taught inside with modification or adaptation, still allowing the learning intentions to be achieved.

On no account is PPSSPA used as a sanction.

Implementation – Extra Curricular Activities

The aims of our extra-curricular clubs are to extend and enrich the work being done during curriculum PESSPA and to provide some pupils with the opportunities to enable them to develop the skills they need to access curriculum PESSPA. These extra-curricular clubs will reinforce the importance of keeping physically active in order to lead a healthy lifestyle and develop a lifelong love for sport.

At Holy Trinity School, all extra-curricular opportunities are developed in consultation with pupils, and the programme will:

- Provide a balance of competitive and non-competitive activities through intra- and inter- school events
- Provide specific movement/general physical activity clubs, which develop health and fitness such as Change4Life clubs
- Ensure that every year group has the opportunity to attend an extra-curricular club across the academic year.
- Ensure that the school regularly participate in Collective Cluster and county-wide events that promote competitive opportunities and physical activity.

To ensure the quality and sustainability of extra-curricular activities, the School will:

- Employ a range of qualified and experienced auxiliary coaching staff and implement quality assurance through Mrs Bull or Mr Murray.
- Ensure that Mrs Bull and Mr Murray take responsibility for forging strong local community club links (club coaches/visit schools/pupils attend club taster days/club links shared on noticeboard)
- Inform pupils and parents of the range of extra-curricular opportunities.
- External coaches to carry out 3x extra-curricular clubs.

Curriculum Planning – Planning and Preparing the Physical Education Programme



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All of our PESSPA lessons will be planned and structured to contribute to safe learning situations. Good practice equals safe practice. In the planning stage, we think through the following process:

- “This is what I want pupils to learn. This is how I plan for learning to take place and ask, ‘Is the learning experience safe?’”
- Pupils learning needs are assessed against the scheme of work we use. Safe practice is embedded in the learning process and implemented in every lesson

At Holy Trinity School, class teachers’ and coaches teach PESSPA not only to develop and maintain pupils’ skills and understanding but also because the teachers know their pupils personal, social and emotional health needs and make appropriate cross curricular links wherever possible.

Our planning, plus other useful resources are stored on the ‘Staff Shared’ drive and are regularly updated by Mrs Bull and Mr Murray. Teachers need to include lesson objectives and outcomes matching those in the skills progression document. Objectives should be made clear to the pupils. It is important that explicit learning about safety is annotated on the plans where appropriate and teachers monitor pupils’ understanding of safe-practice principles and ability to apply them effectively. Teachers should also conduct their own risk assessments, and plan differentiated learning tasks and assessment opportunities and ensure these are noted on their short term plans.

Each lesson should include a warm-up and cool-down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson.

Progressively, they should learn about components of fitness and how to perform warm-up and cool-down exercises, paying attention to the principles of safe exercise practice. Pupils are given opportunities to lead elements throughout.

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

Swimming takes place at Billingham Forum for KS2 pupils. Lessons are planned and delivered by the pool provider’s swimming instructors, but class teachers are strongly encouraged to assist and support with the sessions. The instructors will provide assessments at the end of each term and deliver a session, in school, on water safety. Assessment is shared using the Swimphony online tool. Should we identify gaps in assessment and water safety, we will provide the opportunity for ‘top-up’ sessions to ensure we meet national requirements.

Time Allocation for PESSPA

In Holy Trinity School, PESSPA is delivered through the whole school day, and a timetable showing when each session will take place is provided to all staff, and is also visible on the school hall door for pupils to access. All classes have at least two hours of PESSPA each week. All class teachers will seek opportunities to develop the learning through a cross-curricular approach.

Leadership and Management

Mrs Bull and Mr Murray are responsible to the Head Teacher and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- Developing good classroom practice in the PE environment
- Managing the budget and PESSPA and sport premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole-school development plan
- Posting reports on the school website and social media about the allocation of the PESSPA and sport premium funding and its impact auditing, ordering and reviewing the efficiency of equipment, learning resource and accommodation management to ensure pupils are well taught and protected

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- Attending courses to further their own professional development and providing information and support to continue professional development for all staff
- Subject monitoring – looking at classroom practice, planning and auditing needs for CPD to ensure quality first teaching and ensure intended impact on children
- Making all resources available to 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
- Extending relationships and contacts beyond the school and in the local community (sporting club links)
- Keeping up to date with and implementing any national, employer and Collective Cluster developments as appropriate

Teaching and Learning

The organisation of PESSPA in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age-appropriate, progressive and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively.

The structure of the skills progression document will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport-specific skills, knowledge and understanding.

The planning and delivery of 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. Copies of all planning can be accessed in the PE folder on staff shared. Staff may annotate as appropriate.

Monitoring of Standards of Teaching and Learning

Regular subject monitoring and evaluating will be carried out by Mrs Bull with support from the leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PESSPA:

- 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 to identify pupil voice
- Self-evaluation of the subject in relation to PESSPA and sport premium (staff audit).

Additional PESSPA and sport premium funding is being accessed here to release Mrs Bull to ensure that this monitoring is carried out in accordance with best practice and this policy.

Ongoing Staff Development

Appropriate professional development for all staff will ensure secure 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 the development of all Holy Trinity staff will be provided in order to enhance the quality of PESSPA within the School. An external Sports Coach will deliver ½ termly CPD across EYFS, KS1 and KS2.

Assessment and Recording

Pupils work will be assessed throughout each unit of work using formative and summative assessment methods. Pupils' progress will be monitored by the individual class teacher who will use 'Off the Canvas' objectives based on the skills



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progression document. At the end of each unit, an indication of the progress they have made will be recorded (Bronze/Silver/Gold). This will allow an overview of all progress made over the academic year. The attainment target for PESSPA sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each Key Stage. Medium term plans are made readily available in the hall to assess children as they achieve progression skills, which are then uploaded ½ termly to the 'Staff Shared' drive for a data drop. This process allows us to identify pupil strengths and areas for development across the different areas of PE.

Assessing Progress

In Holy Trinity School, we also assess children by:

- Competition and club trackers – to track engagement.
- Observations - talking to pupils about what they are doing and listening to them describe their work
- Pupil voice – gathering feedback from pupils to inform teachers and pupils of what has been successful and allowing them to set their own future targets

Recording and Reporting

At Holy Trinity School, we record the outcomes of each unit of work on an online assessment sheet. This allows the School to track pupil progress against trust and national expectations.

Significant achievements or weaknesses maybe noted in lesson evaluations and used to:

- Inform future planning by the current teacher or a new class teacher
- Form part of the statutory annual reporting process, and in discussions with parents
- Help children as a basis for future target setting
- Provide information to ensure continuity of progression throughout transfer between classes and Key Stages

Equal Opportunities, Greater Depth and Inclusion

Every pupil has equal access to national curriculum PESSPA. At Holy Trinity, learning experiences are differentiated to meet the specific needs of individuals and groups of pupils, including those who have diverse SEND, greater depth and those who have English as an additional language. An agreement will be devised through discussion between teachers, support staff, parents and, where relevant, specialist medical staff.

Lesson planning, delivery and assessment aim to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

Any additional adults (TAs) available must extend into PESSPA lessons as appropriate. Teachers and adults other than teachers working with children, will be made aware of any pupils who have special educational needs and/or medical conditions. The special educational needs coordinator (SENCO) will liaise with staff to ensure all pupils' needs are met in relation to teaching and learning in PESSPA.

Differentiation

PESSPA at Holy Trinity School will comply with the three basic principles for inclusion in that it will:



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- Set achievable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Actions necessary to respond to an individual's requirements for curriculum access will be taken in the form of greater differentiation of tasks and materials, consistent with school-based intervention aligned to current accepted practice.

Safety Issues – Safe Teaching, Teaching Safety

Holy Trinity follows the PESSPA guidance provided by the Association of Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PESSPA and should be referred to regarding any aspect of health and safety.

A copy of the current edition of the afPE Safe Practice in PESSPA can be located in the staffroom.

Risk Assessment/Managing Risk

Good teaching and therefore safe teaching in PESSPA are 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.

Where this process reveals a risk that cannot be sufficiently managed, then 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 requirement under the Management of Health and Safety at Work Regulations 1999), significant risks will be reported to the head teacher.

Teachers are also encouraged to carry out dynamic risk assessments prior to every PESSPA 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.

Support Staff

These include classroom assistants, teaching assistants, HLTAs, visiting coaches, sports apprentices, learning mentors and volunteer parents but not trainee teachers.

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
- Provide training opportunities for staff linked to PESSPA and sports premium key indicators

All adults supporting learning (ASL) and coaches will receive appropriate access to relevant training and support to ensure their knowledge and understanding of delivering curriculum PESSPA are in line with statutory requirements and recommended good practice.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively through direct or indirect supervision of the ASL.

External Sports Coaches

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The head teacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches.

External sports coaches will never be left unsupervised and staff will be present within all sessions for relevant upskilling. The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the pupils.

PESSPA Kit

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

For indoor sessions:

- Plimsolls
- Shorts (black)
- T-Shirt (red)

For outdoor sessions:

- Trainers
- Tracksuit bottoms (black)
- T-Shirt (red)
- Tracksuit top or jumper (black)

Pupils with longer hair should always have it 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 (Active 30:30 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.

In hot weather, protection from the sun is advisable; therefore, children can wear caps and loose, light clothing. Parents will be advised to provide sun cream protection for their children to apply.

Religious and cultural clothing:

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

Clothing for PESSPA – staff:

- Clothing and correct attire for a particular PESSPA activity represent important features of safe practice that apply in equal measure to both staff and pupils. Staff should always endeavour to change into appropriate clothing for teaching PESSPA. On rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

Personal effects, including jewellery and cultural or religious adornments:

- Personal effects, such as jewellery (including body piercings), religious artefacts, watches, hair slides, and glasses should be removed to establish a safe working environment.



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Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to a pupil being unable to remove personal effects.

Disclaimers from parents about the wearing of any item of jewellery by a pupil will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Changing Provision

This principle is about ensuring dignity, decency and privacy, where needed, be it for reasons of physical development or other individual needs. When changing for PESSPA, KS1 and lower KS2 pupils will change together in their classrooms, whereas upper KS2 pupils will change in separate areas. Staff are present to ensure children are safe at all times.

Equipment and Resources

The majority of PESSPA equipment is stored in the sports hall cupboards. All equipment is catalogued and a list is available from Mrs Bull and Mr Murray. The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

- Look after resources (this will be the job of the 'Sports Crew')
- Use different resources to promote learning
- Return all resources tidily and to the correct place (with staff supervision)
- Learn any safety procedures relating to the carrying or handling of resources. E.g. moving benches safely.

Any damage, breakage or loss of resources should be reported to Mrs Bull as soon as possible. Any piece of apparatus where damage could cause injury must be isolated from use and reported to the site supervisor. No groups or individuals should be able to access the resource until such time as it is made safe.

Bike and Scooter Policy

Holy Trinity School's 'Bike and Scooter Policy' is as follows:

- Has read and understood the information provided in the school's Cycle and Scooter Policy and will adhere to that policy.
- Will be accompanied by an adult or the parent/carer has taken the considered decision that the child is competent to cycle or ride a scooter to school independently.
- Will wear a cycle / scooter helmet correctly when travelling to and from school.
- Will use a safe route to school.
- Will always give way to pedestrians on footpaths.
- Will dismount from their bicycle / scooter at the school gate and walk their cycle /scooter into the school grounds.
- Will ensure that their bicycle / scooter is well maintained and roadworthy.
- Will take responsibility for the storage of their bicycle / scooter in the designated bike racks, securing it with a lock and chain if they have one, with the understanding that this storage is at your own risk as school has no responsibility or liability for such items on school premises.



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Link Governor

As governors are responsible for the spending of this funding and ensuring it meets the requirements of the conditions of grant, it is best practice to have a nominated governor or trustee with who Mrs Bull raises all matters to do with the primary PESSPA and sport premium.

Our PESSPA and sport link governor is: Mr Andrew Kane

Review of policy: September 2025

Policy agreed by: Staff: L.Bull

Date: September 2023

Governor: A.Kane

Date: September 2023