



St. Oswald's R.C. Primary School

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Physical Education, School Sports and Physical Activity Policy

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by: K. Barlow

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Physical Education, School Sport and Physical Activity Policy

Introduction

This policy outlines the teaching, management and organisation of Physical Education (PE) at St Oswald's RC Primary School. All staff have been involved in agreeing and implementing this policy.

Our PE policy was last reviewed in September 2023 and was approved by the governors.

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 Oswald's RC Primary School.

In the early years' foundation stage (Nursery and EYFS), children are taught fundamental movement skills (FMS). Across the school, our aim is to develop pupil's 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 two hours of curriculum 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 students need to meet our ambitious end points for all children.

All staff value the important role PE and its contribution to the whole child. They are determined that all students 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 all 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 areas 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 health and emotional wellbeing from engaging in physical activity on a regular basis.

Curriculum Implementation

PE may be the first 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 lead a healthy, active lifestyle. At

St Oswald's RC Primary School, it is considered a unique and valuable area of the curriculum and is prioritised. Every child is given 2 hours of PE a week.

Our progressive and coherent PE curriculum matches the breadth and ambition of the national curriculum and takes into account individual 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 strengths and needs of every pupil. We will develop their creative and expressive abilities, and provide situations where pupils will 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 can affect our health and well-being. It is an inclusive curriculum and all pupils are given access to this curriculum irrelevant of their age, gender, cultural, ethnic or religious background and any special educational needs or disabilities.

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 pupils to use a range of equipment.
- Provide resources that can be used in a variety of ways 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 adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

In Key Stage One our pupils are taught the knowledge, skills and understanding they need through dance, gymnastics and games activities, still with a high focus on FMS.

In Key Stage Two the curriculum is widened and pupils have access to athletics, dance, games, outdoor and adventurous activities and swimming.

Our school provides all pupils with their entitlement of 2 hours of high-quality physical education per week. This is in addition to daily physical activity that is also planned. Our lessons generally last 1 hour each.

A copy of our school PE curriculum is available on our school website.

Planning the Physical Education (PE) programme

We have a clear rationale for prioritising what physical activity we include on our PE curriculum and when it is taught. The national curriculum aims and ambition leads our

curricular planning, but we as a school determine exactly what students need to be taught and the sequence of it so that they can develop their competency over time.

The curriculum has clear, specific and ambitious end points and staff plan pupils' learning to suit the needs of their class. We work hard to identify any gaps in motor confidence and address these when needed.

Pupils with SEND are supported to achieve well in PE because staff will have identified these needs and altered lessons accordingly through support or resources.

Our PE lessons are planned and structured to contribute to safe learning. All teachers teach their own class PE alongside their teaching assistants. Our long term plan is accessible via the Lancashire PE Passport APP. Our medium term plan has been devised with the PE lead and teachers and is available on our school website. Our short term plans are kept by the class teachers. Each unit of work from the PE Passport APP will be adapted by class teachers to meet the needs of their pupil.

Learning objectives are made clear to pupils at the beginning of each PE session. Explicit learning about how to be safe is interwoven throughout every PE session. Teachers will conduct their own dynamic risk assessments and ensure that all risks are thought through and removed where applicable.

Each lesson will include a warm up relevant to the main part of the lesson and all pupils will be physically active for sustained periods of the lesson.

The use of ICT and visual aids are encouraged where applicable.

Swimming and Water Safety

Swimming is a statutory area of the PE national curriculum and all students at St Oswald's RC Primary School have access to swimming lessons in Key Stage Two.

The national curriculum aims are to teach pupils 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.

Swimming takes place at Accrington Academy swimming pool for Years 3 – 6. Class 7 (Year 5 and 6) go for all of Autumn Term, Class 6 (Year 4 and 5) go for all of Spring Term and Class 5 (Years 3 and 4) go for all of Summer Term.

Lessons are planned and delivered by the pool provider's swimming instructors following the Swim England plans. Our class teachers and TAs who accompany the children support these sessions.

The instructors provide pupil assessments at the end of each block of swimming, which is then reported to the PE lead and in the case of Year 6, published on our school website and in the Sport's Premium document.

Water Safety is also taught by the swimming instructors and also in school by the class teachers in conjunction with the annual National Drown Prevention Week.

Time allocation

At St Oswald's RC Primary School, PE is delivered throughout the whole day. Classes have clearly timetabled days and times to do their PE lessons. Teachers have the flexibility to change the time after discussing this with any members of staff this may effect.

All classes have 2 hours of PE a week, this time is not sacrificed for any time of intervention or catch up.

Pedagogy and Assessment

The knowledge to be taught across the years is clearly defined in the teacher's medium term plans so that staff can use this information to support their short term planning and assessment.

High expectations are clearly explained to pupils and they are all encouraged to participate and engage during every PE session. What we want our pupils to learn in PE is clearly communicated to them at the start of each session. When assessing the pupils, we check what the pupils know and can do before we move on. Our continuing work on the PE curriculum has greatly improved the breadth and depth of what is offered to our pupils.

Modelling, we believe, is important in order to show the children how to complete a specific activity or move, for example. Staff also use the STEP (Space, Time or Teams, Equipment and People) method to support all pupils to meet ambitious outcomes and understand how activities can be modified.

We use the Lancashire PE APP as a way of recording our assessments. At the start of each unit a video is taken of the whole class. From this, 3 children are picked and given a 'bronze, silver and gold' label. These children will then have photographs or videos taken of them throughout the PE unit. There will then be a video of the whole class in the final PE lesson of each unit. Throughout the unit, children are assessed against objectives stated on their medium term plans, a final overall assessment is then given under the headings Character Development, Application of Skill and Skill Development. All units have an end point identified on the medium term plan.

Active Break and Lunch Times (60 active minutes)

At lunch times, pupils in KS2 are given access to a range of equipment to encourage an active break time. In EYFS and KS1, the children are also given access to equipment and are led by our trained Playground leaders to play games and improve their teamwork.

Staff Development

We work hard to provide the highest quality PE sessions at our school to enable students to remember the curriculum in the long term and develop competence in physical activity. All staff are given opportunities to develop their subject knowledge through planned CPD every year, focusing on a different area of PE and then any additional courses they feel they may need to strengthen their teaching of PE. We use a proportion of our Sport's Premium money to access training for all staff.

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:

- Helps to develop good classroom practice
- Managing the budget including the PE and sport premium based on the needs identifies through the monitoring and evaluation of the subject.
- Publishing the reports on the school website about the allocation of the sports premium money and its impact.
- Auditing, reviewing and ordering equipment to ensure all pupils have access to the right equipment in PE.
- Ensuring all equipment is maintained.
- Attending courses and disseminating this information back to staff.
- Monitoring classroom practice in PE through walk throughs and gaining pupil voice.
- Carrying out risk assessments as needed.

Support Staff and the use of external coaches

Additional support staff will be used during curriculum PE in order to:

- Support the delivery of high quality PESSPA
- Enrich and enhance the activity students are undertaking
- Provide support for children with SEND

All adults taking part in PE sessions will have access to relevant professional development to ensure their knowledge and understanding of delivering curriculum PE is in line with the current statutory requirements. No support staff will take a PE lesson alone, if they are leading a PE lesson they must have another trained support staff with them but the class teacher remains legally responsible for the pupils.

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 and 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 is to use forethought, which is an essential part of effective teaching, managing and learning. Where this process reveals a risk that cannot be sufficiently managed, then the teaching plan must be reviewed. Risk assessments for the hall and outdoor areas have been carried out and these can be found in the coordinators file. Teachers are also encouraged to carry out dynamic risk assessments prior to every PE lesson. This will include a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content.

Concussion

If a pupil receives a bang or bump to the head, they will be removed immediately from the PE session or sporting activity and given immediate medical care. Incidents can happen on the playground, in PE lessons, in the EYFS environment, in extracurricular activities and numerous places around school. In the school staff room there is a poster for the Signs and Symptoms of Concussion.

Physical Contact in PE

There will be times in PE where physical contact between pupils and between pupil and adult will be needed for reasons of safety, support, providing confidence or demonstration (e.g. supporting a balance in gymnastics). Pupils will be made aware beforehand of the purpose of such contact and what form it will take.

Weather conditions

Pupils should wear sufficient and appropriate clothing for the weather conditions in order to minimise the likelihood of injury or illness. Our school policy is that when pupils are participating in PESSPA during hot weather, parents/carers are reminded to provide sunscreen protection for their children. In EYFS and KS1, we ask parents to apply any sunscreen prior to the children arriving in school. In KS2, if the children wish to, they will be encouraged to take responsibility for applying their own sunscreen during the day. We also encourage parents/carers to provide a hat for their child to wear during PE lessons and at break times.

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

PESSPA clothing and footwear

Pupils should wear clothing that is fit for purpose according to the activity, weather and environment. A list of PE uniform can be found below and on our school website.

Physical Education lessons:

- Plain white or yellow t-shirt (not the one they have been wearing during the day for school)
- Black or blue shorts
- Black or blue jogging bottoms or leggings (no logos)
- Black trainers
- Socks

Swimming (KS2):

- Swimming costume (no 2 piece for girls)
- Swimming trunks (if they are swimming shorts they must be above knee height)
- Swimming hat

Sports competitions and school games events:

- School sports kit t-shirt (provided by school)
- School sports kit training top (provided by school)
- School sports kit shorts (provided by school)
- Jogging bottoms or leggings

Long hair must be fully tied back at all times to prevent entanglement in equipment and to prevent obscuring vision.

St Oswald's has a no ear rings policy; this applies to all areas of PESSPA also. Any watches or religious items such as crosses on necklaces or a taweez must be removed during PESSPA.

Changing provisions

When changing for PESSPA, children in Nursery, EYFS, KS1 and Class 5 in KS2 will change together in their classrooms. In Classes 6 and 7 in KS2, the children will be separated into boys and girls and sent to two different classrooms to get changed for their lesson or activity. Staff will be present at all times during the children getting changed. No child will ever be permitted to get changed in the bathrooms or public areas.

Equipment and resources

The majority of PESSPA equipment is stored in the PE cupboard located in the hall. Equipment to use during our active playtimes are stored in the container on the AstroTurf and in the cupboard in the EYFS department. The suitability of the equipment is regularly reviewed to ensure it is appropriate for the age ranges, abilities and needs of all pupils to enhance their learning.

Pupils are encouraged to:

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

Any damaged or broken items must be taken out use straight away and reported to the subject leader.

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 premium grant and evidence the impact of this funding. Details of how we spend the PE and sports premium funding can be found on our school website.

At St Oswald's the chair of governors (Mr. J. Jordan) is the dedicated 'link' governor who liaises with the PE coordinator on the PE and sports 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 the grant.

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