# Leamington Community Primary School

*Together we make a Difference*

## Physical Education School Sport Physical Activity Policy

## (PESSPA)
















## Introduction

Leamington Community Primary School is committed to promoting physical education, school sport and physical activity for all pupils. This policy is in alignment with the National curriculum, and it ensures safe, effective, and high-quality **P**hysical **E**ducation, **S**chool **S**port, and **P**hysical **A**ctivity (PESSPA) for students.

## Aims of the PESSPA programme

Leamington Community Primary School's aims of the PESSPA programme promote life-long participation in physical activity, develop physical competence, confidence and enjoyment, support health, well-being and personal development. It also supports social, emotional and physical mental health, physical cognitive, social and emotional growth. It is recommended each child receives 2-hour physical activity per week, including movement breaks, PE national curriculum lessons, sensory circuits, active lessons and activities at playtimes using sports equipment.

## Curriculum implementation

We ensure we meet the national curriculum for PE by following the scheme of work on PE passport, which provides a range of progressive lessons across all year groups. We provide a minimum of 1 hour of PE national curriculum lessons per week for each child.

## EYFS

EYFS provide planned activities that offer appropriate challenge using indoor and outdoor space. Children are given time to use a range of equipment, resources that can be used in a variety of ways. We also introduce and encourage the language of movement and provide time and opportunities for pupils with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists We use additional adults help if necessary, to support increased independence in physical activities.

## KS1

Our pupils are taught the knowledge skills and understanding they need through dance, gymnastics and games activities using PE passport to show progression through skills and adapted for the needs for our pupils. Lesson length varies on skill being taught, usually consisting of 1-hour physical activity.

## KS2

The curriculum is widened and pupils have access to athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming. All pupils are provided with their entitlement of at least a minimum of one hour of high-quality physical education a week. Children are provided with daily physical activity through whole class movement breaks, sensory circuits and active lessons indoors and outdoors.

## Planning the PE programme

All of our PE lessons are planned and structured to contribute to safe learning situations. In the planning stage, we think through the following process (using PE passport). This is what I want students 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 (PE passport). Safe practise is embedded in the learning process and implemented in every lesson.

Each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all pupils. The learning objectives are made clear to pupils at the beginning of each lesson and revisited throughout the session. Where appropriate, pupils are also taught some of the mental and social benefits of participating in physical activity. Each lesson includes a warm- up and cool down relevant to the main activity and learning environment/ weather conditions and all pupils should be physically active for a sustained periods of time in every lesson.

## Swimming and water safety

Swimming is a statutory area of the PE National Curriculum, and all pupils 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 metres, to use a range of strokes effectively such as front crawl, backstroke, and breaststroke, to perform safe self-rescue in different water-based situations.

Swimming takes place at Ellergreen Leisure Centre swimming pool for year 3-6 pupils, for a half term. Lessons are planned and delivered by Ellergreen Leisure Centre and class teachers are strongly encouraged to support the sessions Our school agrees with and abides by the rules and policies set out by Ellergreen Leisure Centre. This information is shared with parents before the commencement of the lessons. Instructors provide pupil assessments at the end of the block of lessons and we decide if we will use some our PE and sport premium grant to provide further lessons for those pupils who have not reached the national expectation.

## Time allocation

Children are provided with a minimum of 1-hour physical education per week along with movement breaks, sensory circuits if needed, activities at breaks, use of MUGA, competitions and extra-curricular opportunities. KS2 and KS1's lesson duration times are 1 hour. Timetabled lessons are used strategically to teach all pupils the important knowledge they need to make informed decisions about how to live a healthy and active life. A diary is used to show when each class is either outside or indoors and is kept in a location accessible to all staff. Time allocated for PE is not sacrificed to provide additional interventions or help pupils

## Pedagogy and assessment

Formative Assessment Strategies:

- Ongoing checks during lessons to identify misconceptions and adapt teaching. Use of questioning, observation, and peer feedback to gauge understanding.
- "Staff will use targeted questioning and observation to assess pupils' progress and provide immediate feedback to correct errors before they become embedded."
- Photographs will be recorded on PE passport and at the end of each unit of PE assessments by teacher will be made via PE passport tool.

Summative assessment strategies:

- End of unit evaluations aligned to curriculum objectives. Assessment of both declarative knowledge (what pupils know) and procedural knowledge (what pupils can do).
- "At the end of each unit, pupils' performance will be assessed against clear criteria, including technical accuracy, application of tactics and ability to explain key concepts"

## Use of technology

Digital portfolios to track progress and showcase performance on PE passport.

Video analysis for feedback and self-reflection will be recorded on PE passport.

"Staff will use ICT tools such as video recording to support feedback and create pupil portfolios that demonstrate progression over time"

Photographs taken and uploaded to PE passport.

## Recording and reporting

We record pupils' progress track how they are doing against national expectations. Significant achievements or weaknesses may also be 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 pupils as a basis for future target setting , provide information to ensure continuity of progression throughout transfer between classes and key stages.

Physical Education policy and PE updates will be updated annually to governors for review.

Monitoring standard 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 (feedback from competitions or lessons) and self-evaluation of the subject.

Extra-curricular activities

We provide a range of clubs, competitions and strategies for inclusive participation. Aligned to curriculum:

- Clubs reinforce skills taught in PE lessons
- Inclusive & Monitored: Attendance tracked to ensure equal access
- Balanced Opportunities: Competitive & non-competitive events
- Character & Values: Fair play, respect, teamwork embedded
- Community Links: Partnerships with local clubs for taster days
- We participate in a range of 'LSSP' run competitions that either; 'INSPIRE, ASPIRE or CELEBRATE'

Daily physical activity

Movement breaks to support pupils' health, concentration and well-being are provided when needed. Sensory circuits available with alerting, calming and organising activities. Our playground has different zones, for example adventure, strawberry fields, basketball nets, MUGA games circuit including a range of equipment. The zones are timetabled and rotated termly.

Active lunchtimes

To make break times active, structured, and inclusive.

- Key Strategies & Examples Structured zones – skill stations for skipping, ball games and fitness challenges.
- Leadership Opportunities – Sports leaders organize playground activities for peers
- Equipment access – Rotating sports kits (balls, hoops, skipping, ropes) for variety Inclusive activities – Adapted games for SEND pupils

Staff development

Ensure all staff have the knowledge and confidence to deliver safe, inclusive, high quality PE. We provide ongoing CPD, for example dance. Safe practice training: annual health & safety refresher, including risk assessment and concussion (first aid training). Pedagogical development, training on modelling movement patterns and using subject specific vocabulary. All staff had CPD on using PE passport as this is a recent addition to our school. Collaboration & Sharing- peer observations and joint planning meetings to share best practice.

Leadership and management

- Subject leader – oversees curriculum design, monitors teaching quality and ensures alignment with national standards
- Senior Leadership Team (SLT) – Allocates PE and Sport Premium funding collaboratively with PE subject leaders and evaluates impact.
- Governors – Review PESSPA policy annually and monitor pupil participation data
- Sports leaders (Pupil Voice) – Suggests new clubs and help organise intra-school competitions.
- Quality Assurance – Regular lesson observations and feedback to maintain high standards.

Support staff and external coaches

Ensure safe, high-quality provision through clear roles and safeguarding. Vetting and safeguarding; all coaches must have enhanced DBS checks and complete safeguarding training before working with pupils, be provided with clear role definitions, external coaches to deliver specific sessions under teacher supervision, teachers remain responsible for pupil welfare.

- Quality assurance: subject leader observes sessions termly to ensure alignment with school curriculum and standards.
- Communication: Coaches receive written guidance on school policies, emergency procedures and inclusion strategies.
- Professional standards: Coaches expected to model positive behaviour and uphold school values during all activities

Equality, diversity and inclusion

Our goal is to ensure every pupil can access and enjoy PESSPA regardless of ability, background or culture. Key Commitments & Examples:

- Inclusive practice: adapt activities using the STEP (Space, Task, Equipment, People) for SEND pupils.
- Cultural sensitivity: allow religious clothing adaptations (e.g, sports hijabs) while maintaining safety.
- Gender equality: mixed gender teams and equal access to competitive sports.
- Language & communication: use visual aids and simplified instructions for EAL learners. Videos are provided on PE passport for more visual representations.
- Representation – Celebrate diverse role models in sport during assemblies and lessons.

Health and safety

Ensure all PESSPA activities comply with national guidance and emergency procedures Key

Actions & Examples:

- Risk assessments – Complete termly checks for PE equipment and facilities
- Emergency procedures – Staff trained in first aid and concussion protocols; emergency exits clearly marked
- Safe environment – Regular inspection of playing surfaces and removal of hazards
- Weather adaptations – Move outdoor lessons indoors during extreme heat or icy conditions
- Equipment safety – All apparatus checked before use; damaged items removed immediately
- Pupil Briefing – Safety rules explained at the start of every session (e.g no running near apparatus)

Risk assessment/managing risk

Keep all PESSPA activities safe through proactive checks and clear protocols.

Key Actions & Examples:

- Regular risk assessments – Termly audits of PE equipment, playing surfaces and changing areas
- Pre-Activity checks – Teacher inspect apparatus before gymnastics lesson
- Incident management protocols – Staff follow emergency action plans for injuries, including concussion procedures

- Dynamic risk management – Modify activities during extreme weather (e.g move outdoor games indoors)
- Documentation & review – Record all incidents and review risk assessments after events or accidents
- Training – staff trained annually on safe practice and reporting procedures

Concussion management

Our goal is to protect pupil health through clear identification, management and return to play protocols:

- Identification – Staff trained to spot symptoms like dizziness, headache or confusion during PE or sports
- Immediate response – Remove pupil from activity immediately; never allow same day return
- Medical care – seek professional assessments as soon as possible
- Parental notification – Inform parents promptly and provide written guidance on monitoring symptoms at home
- Awareness & training – Annual staff meeting includes concussion signs and symptoms review, posters displayed in staff and medical rooms
- Recovery & Return to play – Graduated approach, Rest, Light activity, Sport specific drills, full training, competition (only after medical clearance). If the incident has happened outside of school, parents to inform staff and staff will follow protcol in school

PPE (personal protective equipment)

Ensure pupils and staff use appropriate protective equipment for safety. Key requirements & Examples NGB Guidance for competitive sport: e.g football require shin pads for matches or competitions.

Curriculum PE risk assessment: We will adapt certain activities e.g Use lighter balls for Quicksticks and play non-contact versions of rugby (tag rugby) to reduce PPE needs.

Inclusive Participation: We ensure for our SEND children that we will adapt activities e.g Organise smaller groups and adapt tasks so all pupils can join safely.

Communication with Parents: We ensure to communicate with parents via dojo and/or parent letter if your child needs PPA for their sports activity.

Quality Assurance: Staff decide if sessions need modification when pupils lack required PPE.

Physical contact

Ensure safe, appropriate contact during PESSPA activities. We will ensure clear boundaries. Physical contact only when necessary for safety or instruction (e.g spotting in gymnastics) Safeguarding first – Always explain why contact is needed and seek pupil consent where appropriate Professional Practice – Use verbal cues before any corrective touch; avoid unnecessary contact Inclusive approach – Adapt methods for pupils with SEND or cultural sensitivities e.g use visual demonstrations instead of touch Training & Awareness – Annual safeguarding refresher for all staff and external coaches

Weather conditions

Keeping pupils safe and comfortable during outdoor PESSPA activities. Pupils should wear sufficient and appropriate clothing for the weather conditions to minimise the likelihood of injury or hypothermia in cold conditions and illness or heatstroke in very hot conditions.
During hot weather parents/carers will be reminded to apply sun cream for KS1, KS2 pupils apply themselves and can bring in to reapply. Parents will be encouraged to pack a sun hat for their child

during hot weather conditions. Children will have access to water either by filling up their own bottles or using a cup provided by school.

During cold weather parents/carers will be reminded for their children Pupils allowed extra layers or coats if safe (no belts/buckles). Encourage thermal base layers for winter lessons if outdoors. Safety & Focus: Pupils who are too cold or overheated risk injury and poor concentrations and children will be monitored closely during extreme weathers. Communication: Policy shared with parents via website at start of year and reminders sent via class dojo when needed.

## PESSPA clothing and footwear

All children at Leamington Community Primary School are provided with shorts, jumper and a t-shirt for PE, which are kept in children's lockers and are washed regularly in school. Children are to bring in suitable footwear for PE for example trainers with good grip for indoor and outdoor use.

Weather Adaptations include hats and sun protection in hot water; thermal layers and school provided jumper. Hair & Safety includes long hair tied back with soft bands to prevent entanglements or vision obstruction. Classroom movement for short "movement breaks" activities, pupils may remain in school uniform as risk of slips / trips is minimal.

### Religious and cultural clothing

To maximize 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 requirement.

## Clothing for staff

Importance of correct attire for staff as clothing should match the activity for safety and professionalism. PE Minimum requirement in our school is to ensure staff wear appropriate footwear to demonstrate sports skills. Staff will always wear appropriate sports clothing when teaching PE.

## Personal effects, including jewellery and cultural or religious adornments

"To ensure safety, pupils must remove jewellery and personal items before PE. If removal is not possible, staff will adapt activities to maintain participation without compromising safety."

Children will remove personal effects: Jewellery, religious artefacts, watches, hair slides, sensory aids. There will be an on-going risk assessment and adapt activities accordingly.

## Changing

This is about ensuring dignity, decency and privacy during changing for PESSPA (Physical Education, School Sport and Physical Activity) Our Approach at Leamington Community Primary School:

KS1 & Lower KS2; change together in the classrooms (due to lack of changing rooms) Upper KS2; Change in separate areas for increased privacy.

We always ensure staff supervision. Staff will monitor discreetly without invading privacy. During swimming, children will be offered group changing rooms, but cubicles are offered if needed. If a member of the public is getting changed nearby in a cubicle, staff will be monitoring the area.

## Equipment and resources

We store our main equipment in both PE cupboards in KS1 and KS2 halls. Equipment is protected by a lock on both doors. Equipment in both halls are age appropriate. We try to instil in our pupils

that PE equipment is also their responsibility. Children learn responsibility by putting equipment away under adult supervision. We ensure safety when carrying PE sports equipment.

## PE and Sport premium funding

Government grant for primary schools since 2013 to improve PE, sport and physical activity. Schools must publish spending details and evidence impact (see school website). Our school's approach is that PE subject leaders work with headteacher to see what areas in PE need extra funding.

## Review

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

Policy agreed by Paul Vine (Headteacher)

Written by Danielle Nickson and Nicola Bland December 2025

Governor Date December 2025

Next review date December 2026