



Physical Education, School Sport and Physical Activity (PESSPA) Policy.

**Issued: September 2026
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God's Light Shines on Us

We Grow in Love, Learning and Kindness

To Bless Others



Our Vision

We believe that Physical Activity is key to all areas of learning.

In our school we provide many opportunities for all children to develop a sense of personal achievement, resilience, teamwork and an understanding of the ways in which physical activity can transcend social and cultural boundaries. We encourage all children to develop their creative and expressive abilities, through team work, improvisation and problem-solving. All children are taught the importance of healthy active lifestyles as well as the importance of a fit and healthy body and mind. We offer both class-based, indoor and outdoor opportunities for children throughout the school. Different experiences for different age groups ensure that all children experience a range of appropriate challenges as they progress through school and we recognise the importance of personal best achievements. This enables children to become actively involved in their own development.

All children are encouraged to join clubs and extend their interests and involvement. All children take part in 30:30 activities throughout the school day and their achievements are celebrated. We want all children to be physically literate and to positively participate so that they can be proud of their achievements and support all children to improve and achieve.

P.E and the National Curriculum

P.E. is a foundation subject within the National Curriculum. The National Curriculum sets out our programmes of study stating what children should learn and experience during Key Stage One and Two. In FS1 and FS2 the children will also participate in PE lessons following the requirements stated in the Early Years Foundation stage framework.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

EYFS

Physical development is one of the prime areas within the EYFS framework. The two related early learning goals are:

- Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.
- Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

We ensure that we follow PE Schemes of Work that are devised in accordance with the National Curriculum guidelines 2014. Festivals, local competitions and pathway competitions will be entered and children will have the opportunity to progress to the Coventry, Solihull and Warwickshire level 3 competitions.



Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to: -

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics);
- perform dances using a range of movement patterns;
- take part in outdoor and adventurous activity challenges both individually and within a team;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

We give pupils the opportunity to take part in many intra and inter competitions, such as football, netball, hockey, rounders, dance, cheerleading, rowing, tri golf, cricket, tag rugby, multi sports, badminton, tennis, athletics etc.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- -swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- -perform safe self-rescue in different water-based situations.

We provide swimming opportunity for all children each year and focus upon Y6 children who have yet to reach the standard for National Curriculum.

Aims

We aim for:

- all children, whatever their ability, to take part in and enjoy PE and physical activity;
- all children to gain satisfaction and pleasure from physical activity;
- all children to develop an appreciation of the value of participation in sustained physical activity;
- all children to gain an understanding of the effects that physical activity has on the body and mind, and appreciation of the value of this;
- all children to develop physical competence, stamina and strength;
- all children to engage in competitive sports and activities in line with our School Games Values;
- all children to improve and achieve;
- all children to develop the concepts of honesty, fair play, team work and good sportsmanship, in line with our School Games Values;
- all children to apply knowledge, develop the skills necessary to be able to plan, perform and evaluate physical performance;
- all children to understand the importance of Healthy Active Lifestyles.
- all children to have an awareness of safe practice through physical education.



Lesson planning

- This should include details of how pupils will be involved in acquiring and developing skill, selecting and applying skills, evaluating and improving performance, demonstrating knowledge and understanding of fitness and health. With this in mind teachers will need to provide opportunities for pupils to discuss and reflect on their achievements during lessons.
- Differentiation (through the STEP principle).
- The WALT/relevant skills(s) must be shared with the pupils and the criteria by which their progress and attainment will be assessed (SC)
- Warming up and cooling down are essential elements of the lesson. Lessons should include details of progression and differentiated activities.
- Pupil's achievements should be celebrated and rewarded.

Criteria for Success

If P.E. is being successfully delivered, then we expect there to be evidence of pupils:

- participating in all activities on a regular basis;
- acquiring and developing skills;
- selecting and applying skills, tactics and compositional ideas;
- evaluating and improving performance;
- showing knowledge and understanding of fitness and health;
- engaging enthusiastically in activities.

Monitoring and Evaluation

Summative and formative assessment in PE is carried out by class teachers:

- Informally during the course of teaching through observation.
- Children will self and peer assess throughout lessons.
- At the end of each unit of work teachers to complete pupil assessments in order to update the children's attainment and progress in that area of PE.
- These are used to assist in reporting to the parents and passed on to the following class teacher
- To inform future planning.

The subject leader needs to ensure that there is continuity and progression throughout the Key Stage. Achievement and success in P.E. is continuously made by teachers observing pupils in practical contexts. Opportunities for assessment are planned for and recorded. The children will also self- assess against the skills each lesson.

The subject leader must also act upon any changes in the law pertaining to the teaching of P.E.

Safety and Class Management

All PE lessons are led by the class teacher but may be supported by other adults. A qualified teacher should be present at all times and other adults should not be left alone to supervise PE. All teachers are responsible for the safety of pupils in their lessons. We use the same management techniques in the teaching of P.E. as we do for all other subjects but in addition special attention must be given to safety issues and use of resources. The following safety guidelines must be adhered to:

- Ensure tables, chairs etc. do not protrude into the working area.
- Equipment should be checked before the lesson and any problem or fault should be reported to the co-ordinator.
- Children should be taught how to lift and carry apparatus correctly.
- Ensure that a sufficient number of children carry each piece of equipment.



- Apparatus should be placed with sufficient space and landing areas.
- All lessons should begin with a warm up and end with a cool down.
- Refer to policy on arrangements for reporting accidents.

All teachers should:

- wear suitable clothing, including footwear;
- give clear and concise instructions;
- establish rules and ensure they are followed;
- be in a position to view all children working;
- ensure that all equipment is checked and returned;
- record any accidents in the school accident book;
- Teach pupils how to improve their own abilities to assess risks;
- Ensure that first aid and inhalers are readily accessible;
- Risk assess and make decisions accordingly.

Clothing

- Children should wear suitable clothing at all times: shorts and t-shirt, when outside in cold weather also jogging bottoms, trainers, jumpers.
- Children should have bare feet for gym and dance and trainers for all other sports.
- All watches and jewellery should be removed.
- Earrings should not be worn at any time.
- Children will come to school already dressed in appropriate kit when they have PE.

Resources

The resources required for the teaching of P.E. are to be found in the school hall. Our scheme of work is Get Set 4 PE which each teacher has a login for. Any CPD is regularly sent to staff by the PE Lead. It is also provided for through staff questionnaires.

The role of the PE subject leader

- Manage Sports Premium funding efficiently and update website information regarding spend and impact;
- To organise training opportunities/CPD for all members of staff;
- Monitor PE and physical activity throughout the school;
- Take responsibility for the purchase and organisation of central resources for PE and physical activity;
- Regularly audit pupils to ensure all children are participating in regular physical activity;
- target those who are under achieving.
- Undertake staff meetings to feedback relevant information to other staff;
- Organise a sports council;
- Apply for the Sainsbury's School Games Mark.
- To organise competitions.
- To organise our extra-curricular programme.

The Extra-Curricular Programme (out of hours learning activities)

The school has a wide programme of various activities for all children throughout the year. There are separate timetables in school for lunchtime activities and after school clubs. These include multi skills/sports, football (PSC and teacher led), netball, basketball, gymnastics and dance (Stardust), running. Our lunchtimes and break times involve the use of different equipment to support physical development such as playground toys and equipment. Children also take part in 30:30 challenges. Each class competes to complete their 30:30 chart throughout the day where the winners are announced in Start of the Week Assembly and will receive an active treat. Through the Solihull Sports Partnership and



the Synergy cluster school links, the children are all given regular opportunities to participate in intra and inter school competitive sporting activities. School staff will accompany the teams to these events. The partnership also provides on-going CPD opportunities for all staff (teachers/TA's/lunchtime staff and wrap around staff).

Children will also take part in:

- Skateboarding workshops;
- Scooter workshops;
- Dodgeball (glow in the dark) workshops;
- Bikeability/scootability.
- Circus Skills
- Health and wellbeing workshops;
- Nutrition workshops.
- Skipping Workshops.

Specialist coaches will run after school clubs. They will work closely with staff to ensure positive behaviour at all times. If a child's behaviour is unacceptable (Level 1,2 or 3 on the behaviour policy) then the child will be removed from the club and sit with a member of SLT until home time. Parents will be informed. If this behaviour happens again, the child will be removed from the club. If a child displays a 'reflection' behaviour, the coaches will inform the PE Lead who will then liaise with the child and his/her class teacher.

Kindness

Thankfulness

Honesty



St. Patrick's

C.E. Primary Academy

Respect

Forgiveness

Enjoyment

Hopes & Dreams

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