



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

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1. Statement of Intent

At Southfields, Physical Education is not limited to curriculum lessons. Physical Education, School Sport and Physical Activity (PESSPA) are the cornerstone to developing the physical, cognitive and emotional skills needed to lead a lifelong healthy lifestyle. Through PE lessons, extra-curricular clubs, sports competitions, active lessons and daily physical activity our aim is to foster the motivation, confidence and competence for each child to maintain lifelong participation, competition and leadership in physical activity. Our curriculum map outlines a variety of opportunities for children to develop their physical, cognitive and emotional skills through dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Through PE, we see our GARK values lived by our children. PESSPA at Southfields challenges and promotes self-esteem through physical confidence and problem-solving. Failure and success are accepted equally and valued for what they can teach us about ourselves. Our GARK values and the children's social and emotional development are further supported when we focus on the School Games values in preparation for competitions and inclusive sports events. Our aim for children leaving Year 6, is that they will have experienced the joy of physical activity and sport and will understand how continuing a healthy lifestyle will impact positively on them and those around them. They will have been able to explore their own spiritual, personal and emotional identity, particularly through our dance and outdoor learning programmes. As early as Year 1, children will begin to take leadership roles in lessons which sets them on a path to becoming Sports Leaders, Playground Pals, Peer Mediators or Coventry Young Ambassadors as they move up the school.

1.1. The National Curriculum aims for PE are met:

- *develop competence to excel in a broad range of physical activities*
- *are physically active for sustained periods of time*
- *engage in competitive sports and activities*
- *lead healthy, active lives.*

2. Implementation

2.1. A variety of teaching and learning styles are used in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and this is done through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children and encourage the children to evaluate their own work as well as the work of other children. Within lessons, teachers give children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2. In all classes, children have a wide range of physical ability. Whilst recognising this fact, suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved by using the STEP approach to differentiating activities:

Space - Where the activity is happening? E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task - What is happening? E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment - What is being used?

E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People - Who is involved?

E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80m sprint).

3. PE curriculum planning

- 3.1.** PE is a foundation subject in the National Curriculum. Southfields Primary provides timetabled curriculum PE for every child. During this time, fundamental movement skills, dance, games and gymnastics are taught in EYFS and Key Stage 1. In Key Stage 2, gymnastics, dance, games, athletics, swimming and outdoor adventurous activities (OAA) are taught.
- 3.2.** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term for each year group. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group. The long-term plan is reviewed annually.
- 3.3.** Medium-term plans are created by the subject leader. They outline the skills that will be covered in each unit of work for each term. This ensures an appropriate balance and distribution of work across each term, so that each child has the opportunity to meet the progression requirements for their year group.
- 3.4.** For short-term plans teachers use a variety of approaches:
 - For Gymnastics, teachers follow a scheme of work recommended by British Gymnastics, the governing body for the sport in the UK.
 - Dance lessons follow the Royal Opera House's creative dance approach. These lessons are always cross-curricular and aim to use the class topic or reading book as a basis for creative expression.
 - Athletics short-term plans are adapted by the subject leader from 'Power of PE' lesson plans.
 - In Games lessons, teachers follow a 'Whole-Part-Whole' approach. Children begin by playing the game, then break to focus on an individual skill before returning to the game and putting the skill into action.
 - Outdoor Adventurous Activities (OAA) lessons include orienteering and team-building activities on the school site, at Ryton Pools in Year 3 and 4 and War Memorial Park in Year 5. These lessons allow the children to progress and prepare for their residential trip Dol y Moch in Year 6.
 - Swimming lessons are led by a qualified member of staff in collaboration with CV Life coaches at the Alan Higgs centre. Weekly feedback and assessments are carried out allowing children to be grouped and make affective progress.
 - Every lesson is planned with a thinking, behavioural and/or physical learning objective (Head, Heart or Hands).

4. Early Years Foundation Stage

- 4.1.** The subject leader works with the EYFS lead and teachers to ensure that all the knowledge and skills outlined in the physical development sections of the Southfields curriculum are covered during PE lessons. Reception PE lessons always follow a cross-curricular approach, using topics or stories being covered in class as a hook or theme

for the lesson. This also means that many other areas of the Reception curriculum are reinforced, such as Communication and Language or Personal, Social and Emotional Development.

- 4.2. Throughout the school day, teaching staff encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. All children are given the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.
- 4.2 In Nursery, teachers set the groundwork of fundamental movement skill development through fun music and movement sessions. Reception children begin structured PE lessons, giving the children time to understand the importance of correct PE kit and the importance of listening and following instructions.

5. Impact

- 5.1. All of the short-term plans outlined above are adapted based on regular assessment by the subject leader, with support from the class teaching assistant. Therefore, all plans meet the specific needs of every child in the class at that time. PE activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.
- 5.2. The subject leader keeps detailed records of every child's progress in relation to the targets set out in the Southfields PE progression map. Watching children work, talking to them about their work and listening to them describe their work generates useful assessment information. Monitoring the learning outcomes and expectations in each unit helps to assess progress and target activities appropriately. This information can be passed onto parents through parent's evening and mid and end of year reports.
- 5.3. Pupils are encouraged to evaluate their own work and to suggest ways to improve. This is a key skill in the head element of the Head, Heart and Hands framework outlined in 8.1 below.
- 5.4. The PE teacher and class teaching assistants use photographs and videos to support the feedback and assessment process. One-to-one and group feedback is used to highlight areas of success and spot areas to develop. Any photographic or video evidence of children's work is stored securely in line with GDPR regulations.

6. Wider Sports and Physical Activity offer

- 6.1. In line with the governments Obesity Strategy 2016, the input that physical activity has on children's achievement and their physical and emotional well-being is valued at Southfields. Southfields supports pupils to meet the health recommendations of being physically active for at least an hour a day (3 hours for under 5 years old).
- 6.2. A broad range of extra-curricular activities is offered after school, chosen by pupil voice. They are delivered by teachers, teaching assistants or external coaches who have the necessary qualifications. Registers are taken for all out of hours activity sessions. These clubs encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term.
- 6.3. Pupils from Southfields Primary play regular football and netball fixtures against other local schools. These are generally for KS2 children but do include opportunities for 'A',

'B' and 'C' teams and boys, girls and mixed teams. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst children.

- 6.4.** During lesson time and lunchtime clubs, children are offered opportunities to compete at School Games Level 1 intra-school events. These act as a feeder to Level 2 inter-school events. Throughout the school year, there is a timetable of School Games events for all year groups, run by the Coventry West School Games organiser. These events include high level of competition against other schools but also 'B' team and introduction festival events. Winners of Level 2 competitions go on to represent Coventry West at the annual Coventry, Solihull and Warwick (CSW) School Games Finals in July.
- 6.5.** Lunchtime supervisors have been trained to lead and supervise physical activity sessions at lunchtime and pupils are actively encouraged to take part and consulted about what things they would like to see offered to them. A team of Year 5 and 6 pupils have also been trained as Playground Pals to lead games and encourage other children. Peer Mediators provide conflict resolution for those that are having difficulty, this allows the lunchtime supervisors and other children to continue with their games.
- 6.6.** Playground Pals also have an important role supporting the PESSPA subject leader to improve PE and Sport at Southfields. It is their responsibility to suggest improvements to PE and Sport in the school. This role is carried out alongside input and suggestions from the School Council meaning every child in school is represented. They also take charge of organising and running the KS1 sports day in July.
- 6.7.** Active participation of pupils within the school day is promoted through: Daily Mile, aerobic activities and Skipping Skills and active Maths and English lessons.
- 6.8.** Active travel to school is encouraged and supported in many ways. The school council work with the local Police Community Support Officer (PCSO) to make the roads outside school safer for parents and children to walk and cycle. Road safety workshops are run, there is ample secure bike and scooter storage and active participation on Sustrans' Bike to School Week and Big Pedal. Every class takes part in Living Streets WOW Walk to School scheme. This is a programme which encourages families to engage in active journeys to school. There is an easy-to-use online travel tracker and children are rewarded each month with badges.
- 6.9.** A team of Year 5 and 6 children are trained as Coventry Young Ambassadors. The Coventry Young Ambassador programme is a formal training programme to give children the skills they need to support at and lead various cultural and sporting events across the City. The programme has received funding from several sources including City of Culture 2021 and the Sasakawa Foundation. In addition to events across the city, our Coventry Young Ambassadors also welcome parents and visitors to the school for assemblies and sporting events.
- 6.10.** The inclusive dance programme at Southfields is run in conjunction with the Royal Opera House, London. Cross-curricular dance lessons are supplemented by extra-curricular clubs. Children are given the opportunity to choreograph and practice dance routines and perform them in a variety of settings, within and outside school.
- 6.11.** To support learning at home and parental involvement Class Dojo is used to communicate with parents and send physical challenges related to their work in lessons.

7. Contribution of PESSPA to teaching in other curriculum areas

7.1. GARK (Good Learners, Accepting, Respectful, Kind)

Southfields' GARK values are embedded in the physical education curriculum using a Head, Heart and Hands approach. GARK values are referred to and children are given the opportunity to put the GARK values into practice during every lesson. Children regularly work with new partners or different groups and must communicate well and work together. In the outdoor environment, children must show 'Good Learning' by listen well and following instructions.

7.2. Head, Heart and Hands framework

Physical Education is the perfect vehicle through which to develop the crucial skills and attributes required for the modern world. Southfields school aims to develop the children into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation. Using the domains of Head (thinking), Hands (doing) and Heart (behavioural change) the curriculum is designed to support teachers to assess children throughout the year and at the end of Key Stages One and Two:

- **Learning With The Head (Thinking)**

This deals mainly with how the student thinks, what they know and how they use this knowledge to be creative and outwit opponents. It is essential for students to have a general understanding and knowledge of the important facts, rules, strategies and safety in the PE.

- **Learning With The Heart (Behavioural change)**

This domain deals with how the students think and feel about themselves, how they get along with their peers, and how they communicate. It deals with persistence, grit, and resilience. It also includes to what extent they are helpful with their peers and how they handle frustration, disappointment, and anger.

- **Learning With The Hands (Doing)**

This area deals mainly with the doing part, the essential skills needed to participate in the games and activities done in PE. Although it is referred to as learning with the hands, Teachers emphasise with children that the eyes, body and feet are also involved here. Active participation and fitness are key elements of this domain.

7.3. English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. Included in planning, is sport specific vocabulary, which is displayed in halls, classrooms and during lessons. This vocabulary is referred to regularly and children are encouraged to use it. The daily mile, active lessons and brain breaks all aid children's writing stamina, concentration and knowledge retention. In Dance lessons, teachers regularly bring a class book to life through music and movement.

7.4. Maths

Regular active Maths lessons, active starters and outdoor maths are a fixture on every class' weekly timetable. The aim is to make learning memorable and offer opportunities to children that learn in different ways. In KS2, all classes do weekly timetabled outdoor maths, aligned with their current topic.

7.5. Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Every term a Health Champs club is held during Friday Golden Time clubs for Key Stage 2 children. Children that take part in this club gain vital knowledge about healthy living through active and engaging games. They pass on this knowledge to younger EYFS and KS1 children by preparing for and holding an assembly.

7.6. Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of children through the way they are expected to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

7.7. Computing

Computing enhances the teaching of PE, where appropriate, in all key stages. In dance, gymnastics and games children make video recordings of their performance and use them to develop their movements and actions. Older children compare each other's performances from recordings and use these to improve the quality of their own work. iPads and interactive whiteboards are used to model good examples from professional sport or other children.

8. Staffing

- 8.1.** In addition to the schemes of work used in short-term planning, teaching staff also have access a range of other support resources: TOPs activity cards, School Games cards, Gymnastics and Dance posters, Val Sabin dance program, specific sport activity cards (Ultimate, Archery, Tri-Golf, etc), PE books, PEPod video clips, website and YouTube links for introductions, rules and skills development for individual sports. This wealth of resources supports subject specific knowledge.

The PE subject leader is also the specialist PE teacher and delivers PE across the school to every child. This means consistency is maintained, teacher subject knowledge is exceptional and the highest quality of teaching is offered. In addition to this, teaching assistant CPD is provided. All CPD needs are overseen by the PE subject leader through an annual knowledge audit.

9. Inclusion

- 9.1.** All children will have access to the full range of physical activities irrespective of gender, disability, ability, special education needs, social background, language or ethnicity. All pupils, whatever their individual needs, have access to the whole curriculum. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through PE teaching, learning opportunities are provided that enable all pupils to make good progress. For further details, see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).
- 9.2.** Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that some additional or different action can be taken to enable the child to learn more effectively. The assessment framework at Southfields allows teachers to consider each child's attainment and progress against expected levels. This helps ensure that teaching is matched to the child's needs.
- 9.3.** For children at Southfields who have an Individual Education Plan (IEP), the IEP may include, as appropriate, specific targets relating to PE. The subject leader has time in his timetable to provide intervention or recommend targets for children with physical IEPs or those that are not making expected progress against their milestones.

9.4. Inclusion is a priority at Southfields. Every child is given the opportunity to experience the full range of PE and Sport on offer, including competitive experiences against other schools. Therefore, pupils take part in several inclusive competitions and festivals and 'B' and 'C' team events, throughout the school year.

9.5. Southfields has a close relationship with local schools such as Howes Primary and Earlsdon Primary. SEN and EAL children attend inclusive sports events with these schools. The Aspire Too Network of local schools also host an inclusive sport event, at which Southfields' children both lead and take part in adapted activities designed to be inclusive for all. Where children are to participate in activities outside our school, a risk assessment is carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

10. Resources

10.1. There is a wide range of resources to support the teaching of PE across the school. The outdoor equipment is kept in locked sheds, while larger and indoor equipment is stored in the hall.

10.2. PE lessons take place outside on the school playground, the field or the Multi-Use Games Area (MUGA or Elephant Cage) whenever possible. When outside lessons are unsafe, the large hall can be used or the small hall during the first or last lesson of the day. Dance and Gymnastics lessons generally take place indoors as they require more access to music and videos. The subject leader works out a timetable for each class to use outdoor and indoor spaces, fairly and safely.

10.3. The new state-of-art, 50m pool at the Alan Higgs Centre is used for swimming lessons.

11. Health and safety

11.1. The general teaching requirement for health and safety applies to this subject. All accidents, no matter how slight should be reported in the school's accident book.

11.2. All adults working at the school have a responsibility to report any defects in equipment which require attention to the PE subject leader. SportSafe visit the school annually to safety check and repair any larger equipment.

11.3. Children, from Reception upwards, are taught how to access equipment and expected to help set up and put away this equipment as part of their work. The safe use of equipment is always encouraged and pupils are trained to move and store equipment in a safe manner. This is always done under adult supervision and an adult must check larger gymnastics equipment before use by children.

11.4. All children are encouraged to consider their own safety and the safety of others, at all times. They are expected to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. Adult school logo t-shirts and fleeces are available to purchase for all staff.

11.5. All volunteers and paid coaches employed/deployed by the school must have appropriate qualifications, experience and proof of an enhanced disclosure by the Criminal Records Bureau. Any external coaches that deliver extra-curricular clubs are expected to complete a teaching form with the subject leader. This outlines the aims and deliver of sessions and how they link to PE, school sport or physical activity targets.

11.6. At all times and in all circumstances, teachers and other staff are responsible for safeguarding the welfare of all pupils. When planning physical education activities, teachers ensure that safeguarding procedures are followed.

12. PE Kit

12.1. As outlined the School Uniform Policy, children are expected to wear their PE kit to school on their PE day.

12.2. No child is deprived of the entitlement to PE for not having any kit or the correct kit. Spare kit can be provided or safe adaptations to lessons can be made. If any families need additional support sourcing or financing kit, then they can discuss this with our Pastoral team.

12.3. Clothing

All children are expected to wear a yellow Southfields t-shirt or plain white t-shirt and black shorts for indoor lessons. For outdoor lessons and in cold weather, children are encouraged to wear black/grey jogging bottoms and a warm, unbranded tracksuit top. In hot weather, children are encouraged to apply suncream before school and wear a baseball cap or sun hat during outside activities.

12.4. Footwear

Pupils must change into footwear which is appropriate to the activity. For outdoor lessons, children must wear trainers to offer better support and grip. For Dance and Gymnastics which generally take place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils who have a verucca should also work in bare feet as they can only be passed onto other people through damp environments. Black pumps can be worn for other indoor lessons.

12.5. Jewellery

No jewellery is to be worn for any physical activity. Any new piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed. This information is communicated to parents through our newsletter.

12.6. Hair

Where pupils have long hair, this should be tied back so that it does not get caught or restrict vision. Headbands are also allowed for this purpose but must be plain in colour/pattern. The wearing of glasses will depend on the planned activity and the child's visual needs. Advice can be sort from the PESSPA lead, Pastoral team, parents and the child's optician.

13. The Role of the PESSPA subject leader

13.1. Physical education, School Sport and Physical Activity is overseen by the PESSPA subject leader, who has the responsibility of:

- Ensuring Policy documents and risk assessments are produced and updated.
- Creating and updating the Whole School curriculum overview (long-term plan).
- Working with colleagues to produce and update year group medium-term plans.
- Ensuring all staff have up-to-date, relevant planning documents and information.
- Arranging training opportunities to enable staff to increase confidence, expertise and quality of delivery.
- Overseeing preparation, organisation and delivery of all intra-school and inter-school School Games events and sports fixtures.
- Liaising with external providers to offer quality extra-curricular club provision including Positive Youth Foundation and SoccerRockz and clubs.
- Training and timetabling Playground Pals.

- Selecting pupils, arranging training and overseeing our Peer Mediators programme.
- Leading and organising Coventry Young Ambassador events and welcoming of guests to the school.
- Being informed about current developments in the subject.
- Leading sustainable improvements in PE, Sport and physical activity.
- Overseeing the effective spend of the PE and Sports Premium and evaluating the impact of this.
- Producing an annual report on PE and Sport Premium to the head teacher and school governors, in which strengths and weaknesses in the subject are outlined and areas for further improvement are outlined. This report is then published on the school website every July.
- Ensuring resources and equipment are maintained, repaired or replaced.
- Ordering new equipment after consultation with staff and pupils.
- Ensuring that Key Stage and whole school Sports Days are organised.
- Being an advocate of and role model for an active, healthy lifestyle.

13.2. This policy will be reviewed at least annually, every July by the subject leader and confirmed by the Leadership Team. All staff are required to read if there are any changes.