"Together, with Jesus, we can LOVE, LEARN and SUCCEED"

Ribchester St Wilfrid's CE Primary School

Whole School Policy for PESSPA	
Written By	Emma Taylor
Date	October 2026
Approved by FGB	November 2026
Date of Review	October 2027

Introduction

This policy outlines the teaching, management and organisation of Physical Education (PE), school sports and physical education at Ribchester St. Wilfrid's C of E Primary School. All staff have been involved in drawing up this policy and its implementation is the responsibility of all staff.

Our PESSPA policy was last reviewed in October 2026 and has the full agreement of the Governing Body.

Physical Education, School Sport and Physical Activity (PESSPA) is of the highest quality, experienced regularly and delivered in a safe and supportive environment at Ribchester St. Wilfrid's C of E primary school.

In the early years foundation stage (EYFS), children are taught fundamental movement skills. Across the school, our aim is to develop pupils' 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 at least two hours of taught PE lessons 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 pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

All staff value the important role of PE and its contribution to the whole child. They are determined that all pupils 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 of the PESSPA Programme

The school's aims for PESSPA are for 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 domains 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 emotional well-being and health from engaging in physical activity on a regular basis
- be involved in learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life.

Curriculum Implementation

PE may be the first and only 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 live a healthy, active life. At Ribchester St. Wilfrid's C of E primary school, it is considered a unique and valuable area of curriculum and is prioritized. Every child is given at least 2 hours of PE per week.

Our progressive and coherent physical education programme matches the breadth and ambition of our national curriculum and takes into account individual interests and 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 preferences, strengths and needs of every student. We will develop their creative and expressive abilities, and provide situations where students work independently, in pairs and in groups. They are encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being. It is an inclusive curriculum and all pupils are given equal access irrespective of their age, gender and cultural or ethnic background.
Whilst retaining its unique contribution to a pupil's movement education, PESSPA has considerable potential to contribute to much wider areas of learning and, as such is integrated into the whole school's planning for the development of students' literacy, numeracy, science, geography, Personal, Social and Health Education (PSHE) and computing skills.

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 students to use a range of equipment.
- provide resources that can be used in a variety of ways or 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, 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.

During **Key Stage 1** our pupils are taught the fundamental movement and knowledge skills and understanding they need through dance, gymnastics and games activities.

At Key Stage 2 the curriculum is widened pupils have access to 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. This is in addition to daily physical activity that is also incorporated into the day. Our lessons are generally 1 hour twice a week in all classes.

A copy of our curriculum documentation for PE is on the school website.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements are made. These include class-based activities around the planned activity (eg 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 is taught inside with adaptations, still allowing the learning intentions to be achieved. On no account is PE used as a sanction.

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 ambition leads our curricular planning but we determine exactly what pupils need to be taught and sequence it so that they can develop competence over time.

We have selected clear, specific and ambitious end points and staff plan pupils' learning objectives and outcomes to suit the needs of their class. We work hard to identify any gaps in motor competence and address these quickly, particularly fundamental movement skills.

Pupils with special educational needs and/or disabilities (SEND) are supported to achieve well in PE because staff have clear, specific and actionable information to support them in meeting the pupils' needs in a PE setting. In addition, staff are trained to implement specific strategies for our SEND pupils.

All our PE lessons are 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 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. Safe practice is embedded in the learning process and implemented in every lesson.

All teachers teach their own class for PE for one lesson a week, not only to develop the declarative and procedural knowledge of the subject but also because the teachers know their pupils' personal, physical, social and health needs, and make appropriate cross-curricular links wherever possible. However, the other session is taught by a fully qualified sports coach with QTS who is known to all children and is considered a member of the school staff.

Our long-, medium- and short-term plans follow Lancashire's PE Passport which is on the whole school PE iPad. Other useful PESSPA resources, are stored on the school server within the PE subject folder.

Each unit of work in the scheme will be adapted by 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.

The learning objectives are made clear to pupils at the beginning of each lesson and revisited throughout the session.

Explicit learning about safety is considered where appropriate and teachers monitor students' understanding of safe-practice principles and ability to apply them effectively. Teachers also conduct their own risk assessments, and plan adapted learning tasks and assessment opportunities when reviewing the short term plan. This may be added to the digital plan or notes are made for the teachers use.

Where appropriate, pupils are also taught some of the mental and social benefits of participating in physical activity and encouraged to articulate similarities and contrasts between different activities.

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 sustained periods of time in every lesson.

Progressively, they learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to the principles of safe exercise practice.

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

Swimming and Water Safety

Swimming is a statutory area of the PE national curriculum and all pupils at Ribchester St Wilfrid's C of E primary school 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
- use a range of strokes effectively such as front crawl, backstroke and breast stroke
- perform safe self-rescue in different water based situations.

Swimming takes place at Fulwood Better Health pool or Westview Leisure Centre. Children will do 30 hours in total during their time in KS2. This is made up of 3 swimming blocks. Each block consists of a weekly 45 minute session over a term in Year 3/4. Children will do a block in year 3 and year 4. Then will then do an intensive block (pupils go daily for two weeks for 45minute sessions) in either Year 5 or Year 6. See timetable below…

Odd/ Even	Even/Odd
Year 3 and 4	Year 3 and 4
	Year 5/6 after SATs or before Aut1

Lessons are planned and delivered by the pool provider's swimming instructors and class teachers are strongly encouraged to support the sessions. Our school has a good oversight of what is taught and how it is taught.

The instructors provide pupil assessments at the end of each swimming block and we decide if we will use some of our PE and sport Premium grant to provide further lessons for those pupils who have not reached the national expectation.

Water Safety is also taught by the swimming instructors and also by class teachers as part of our PSHE curriculum.

Pedagogy and Assessment

The knowledge to be taught across the years is clearly defined so that staff can use this information to support their planning, selection of pedagogical approaches and assessment

We work hard to provide the highest quality PE at our school to enable pupils to remember the curriculum in the long term and develop competence in physical activity.

All staff are given opportunities to develop their subject expertise because we know this will provide

the best conditions for all pupils to learn the PE curriculum.

High expectations are communicated in all subjects at our school and we know how important these are for pupils' engagement during practice. We understand that as pupils improve and demonstrate that they know more and can do more, we can reduce the amount of support we provide.

What we want our pupils to learn in PE has to be communicated clearly in every lesson and we plan for frequent opportunities to check their understanding. Our assessment system is closely aligned to the PE curriculum.

Modelling, we believe is important and encourage all staff to plan how to explain and model different movements and movement patterns. Pupils and staff are encouraged to name and describe movements, using specific vocabulary as much as possible. Using declarative knowledge is an area we are developing and staff are becoming more confident in modelling vocabulary when describing, explaining and feeding back to pupils. We also encourage verbal recall in PE checking knowledge.

PE Passport is used to aid assessment is used by staff and pupils, they understand that it is aligned to what is taught. We have identified the knowledge necessary for pupils to build competence in the activities we teach.

The criteria includes:

-watching pupils perform, talking to them about what they are doing and listening to them describe their work

- gathering feedback from pupils of what has been successful and allowing them to set their own targets

-using ICT to develop portfolios of pupils' work in PE to show their progression and quality of performance.

The information we collect is used to revisit important previous content that is not secure, including responding to misconceptions quickly, before they are embedded. Because our curriculum is well organised and, our assessment procedures reliably check what pupils need to remember, pupils are able to recall important knowledge clearly. They are also able to demonstrate competently and confidently what they can do as a result of the curriculum.

At the end of each unit, an indication of the progress they have made will be recorded. This will allow an overview of all progress made over the academic year.

Recording and Reporting

We record pupils' progress to track how they are doing against national expectations. (See PE Passport)

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.

Monitoring Standards 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

Extra- Curricular Activities

In addition to timetabled PE lessons, extra-curricular experiences are offered to all pupils to increase their competence and confidence in PESSPA. We align our extra-curricular provision to our curriculum to provide additional depth to timetabled PE. To ensure all pupils have access to extra-curricular PE, we provide 'Enrichment Days' throughout the year that all pupils in school have access to.

Attendance at after school clubs and activities is monitored to ensure our extra-curricular programme is inclusive.

The aims of our extra-curricular programme are to:

- provide a balance of competitive and non-competitive activities through intra- and inter-school events
- embed values such as fairness and respect and build character
- provide specific movement/general physical activity clubs to develop health and fitness
- provide opportunities for pupils to practice what they have learned in PE and receive targeted provision where needed
- ensure that every student is offered the opportunity to attend a minimum of one experience each term

To ensure the quality and sustainability of our extra-curricular programme, the school will:

- employ a range of qualified and experienced staff and implement quality assurance through the subject leader
- engage pupils in designing the extra-curricular experiences through pupil voice
- inform pupils and parents of the range of extra-curricular experiences.

A copy of our extra-curricular programme is on our school website.

Daily Physical Activity

We strive to incorporate an active session into each day which will be approximately 10 minutes. These sessions could be dance routines performed in the classroom; 'brain gym' type activities; action rhymes or outdoor physical activities such as skipping or running. Our active sessions give pupils a daily opportunity to be healthy, active and fit as well as improving co-ordination and concentration.

Active Lunchtimes

At lunchtimes pupils are supervised by school staff that encourage active play using the play equipment provided. They lead games and encourage all children to take part. The school sports coach (QTS) has a lunchtime club once a week in addition to this.

Forest Schools

All children have access to at two blocks of Forest Schools sessions (12 hours) each year. This is provided by a qualified Forest Schools provider. This also helps to provide further physical activity.

Staff Development

We adopt a strategic approach to developing staff's subject knowledge, and how to teach it, through continuing professional development. All staff receive effective training in teaching our planned curriculum. We also provide appropriate professional development in health and safety matters on a regular basis to ensure staff are confident and competent in all the areas of activity taught. The PE and Sport Premium, funded by the Government, is used to upskill all staff where needs and identified. The impact of our CPD programme can be found on our website, under the PE and Sport Premium Tab.

Leadership and Management

The PE subject leader and SLT member are responsible to the head teacher and will ensure that the following tasks associated with the role are carried out where appropriate:

- developing good classroom practice
- managing the budget including the PE and SS 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 about the allocation of the PE and SS premium and its impact
- auditing, ordering and reviewing the efficiency of equipment, learning resource and accommodation management to ensure all pupils are well taught
- attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for colleagues
- monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved
- making all resources available to all 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
- keeping up to date with and implementing any national, employer and local developments as appropriate

Support Staff and External Coaches

These include classroom assistants, teaching assistants, HLTAs, learning mentors, visiting coaches, sports apprentices 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 PE and SS Premium Funding (key indicator 1)
- provide additional opportunities for extra-curricular experiences.

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 PE is in line with current 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 by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL. The teacher always maintains overall responsibility for what is taught and the conduct, health and well-being of the pupils

The head teacher maintains responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport certificate/licence, where relevant, and confirming authenticity of all external coaches.

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.

All staff sign to acknowledge the contents and location of this document and refer to it regarding any aspect of health and safety.

Risk Assessment/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, 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 the 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 requirements under the Management of Health and Safety at Work Regulations 1999), significant risks aree reported to the head teacher.

Risk assessments for the hall and outside area for PESSPA can be found in the whole school Health and Safety Policy.

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.

Concussion

If a pupil has a blow to the head, they must be removed immediately from the playing area and medical care sought as soon as possible.

All concussions need to be taken seriously.

Incidents can happen on the playground, in the PE lesson, in the EYFS environment, in extra-curricular activities, in the corridor, in fact anywhere in the school.
Loss of consciousness (being 'knocked out') occurs in less than 10% of concussions and is not required to diagnose concussion.
Spotting head impacts and visible clues of concussion can be difficult, so each year, part of a staff meeting is dedicated to discussing the signs and symptoms of concussion. 'Signs and Symptoms of Concussion' poster that is displayed in the staff room.
Concussion recovery time varies. Most symptoms of a concussion resolve by two to four weeks, but some can take longer. Everyone is unique in their recovery duration which is why a graduated return to activity (education/PE) programme is important to reduce the risks of a slow recovery, and further brain injury, and longer-term problems.
Our school has a clear protocol and procedures for head injuries as part of our whole-school first aid and emergency treatment policy and this covers specific guidelines about concussion in PESSPA contexts.

PPE

We adhere to NGB guidance from the FA and EH, RFU and RFL when pupils are engaged in competitive sport as part of our extra-curricular programme. They state that shin pads and mouthguards are mandatory
However, in curriculum PE, we undertake a robust risk assessment regarding PPE in order to achieve optimum levels of participation and involvement of all pupils. We modify the equipment used such as having larger, lighter balls when playing the small sided game of Quicksticks, we give thought to the organisation of groups within lessons and play non-contact versions of physical-contact games in order to remove the need for PPE.

Weather conditions

Pupils should wear sufficient and appropriate clothing for the weather conditions in order to minimise the likelihood of injury or hypothermia in cold conditions and illness or heatstroke in very hot conditions.
Our policy is when pupils are participating in hot weather, parents are reminded to provide sun-cream protection for their children. At KS1 pupils, we ask for them to apply the protection before the children come to school. At KS2, we encourage the pupils to take responsibility and apply the protection themselves during the day. Arriving at school with sun protection is helpful and we encourage this. If pupils do not have sun protection, staff will apply any supplied by parents.
We also ask parents to ensure pupils arrive at school in hot weather wearing a hat and these are worn for outdoor PE lessons and playtimes.
Clothing for outdoor lessons and activities should allow good freedom of movement, but will also need to offer some insulation from cold weather in winter months. Additional layers for warmth are advisable and we allow pupils to wear their coats if safe, ie. no belts, buckles or anything that is deemed a hazard. Pupils who are insufficiently warm and experience discomfort will not be appropriately focused, and may lack concentration, leading to injury.

PESSPA Clothing and Footwear

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

Indoor and outdoor clothing and footwear

Our PE kit comprises of

- Plain red T shirt
- Plain navy blue shorts (shadow striped or plain cotton shorts – cycling shorts/leggings are not permitted)
- Plain navy jogging bottoms (no logos/stripes)
- Trainers – pumps should never be worn.

Teacher discretion is advised but for most Gymnastic and Dance sessions in the hall children will be bare foot. There will be some sessions that wearing trainers might be more suitable. In addition, some children may be allowed to wear trainers in some cases but a dynamic risk assessment should be undertaken by the teacher as to whether it is appropriate for some children to be bare foot and some in their trainers: separate work space.

Long hair, at shoulder length, should always be 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 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.

Religious and cultural clothing

To maximise 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 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 students. Staff should always endeavour to change into appropriate clothing for teaching PESSPA. On the 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 sensory aids (including glasses if they can see without them) should be removed to establish a safe working environment.

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 student being unable to remove personal effects.

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

If earrings cannot be removed, for example the 6 week healing window, students should not be

completely excluded from the PE lessons. Students can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (example, individual skills practises, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

Differentiate/ adapt the activity or child does activity in a safe zone. After the 6 weeks, earrings must be removed or a decision may be made if the child needs another 6 week window to allow for extra healing time.

Changing Provision

This principle is about ensuring **dignity, decency and privacy**, where needed, be it for reasons of physical development or other individual needs.

As our school lacks purpose-built changing rooms, when changing for PESSPA, KS1 students will change together in their classrooms, whereas all KS2 students will change in separate areas. Staff are present during changing times to ensure pupils are safe at all times.

Equipment and Resources

The majority of PESSPA equipment is stored in the PE cupboards in the porch and outside the KS2 classrooms.

The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of the pupils in order to enhance learning.

Pupils are encouraged to:

look after resources

- use different resources to promote learning
- return all resources tidily and to the correct place (with staff supervising)
- learn any safety procedures relating to the carrying or handling of resources.

All other resources are located the staffroom or with the PESSPA subject leader.

Any damage, breakage or loss of resources should be reported to the PESSPA subject leader as soon as possible.

Any piece of apparatus where damage is observed that could cause injury must be isolated from use and reported. No groups or individuals should be able to access the resource until such time as it is made safe.

Review of the PESSPA Policy

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

Policy agreed by

Staff: Elise Lester, Emma Taylor, Natalie Dugdale, Jenni Dickenson, Naomi Cowgill, and Coach Becks.

Date: 24th February 2026

Governor:
Date:

Next review date: September 2027