



PE Intent Statement/PESSPA Policy

What is PE?

Physical Activity is a broad term referring to all bodily movement that uses energy. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others).

The Aims of Our Policy

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.

Planning of the Physical Education (PE) curriculum

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.

All teachers teach their own class for PE, 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.

Each unit of work in the scheme will be adapted by individual 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 annotated on the plans, where appropriate, and teachers monitor students' understanding of safe-practice principles and ability to apply them effectively. Teachers also conduct their own risk assessments, when needed, and plan adapted learning tasks and assessment opportunities and ensure these are noted on their short-term plans.

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.

Our school has worked hard in recent years to make purposeful links between PE, PSHE and Science teach pupils important age-appropriate knowledge about how to live a healthy, active lifestyle.

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 strongly encouraged to enhance learning.

Intent

Physical Education is defined as curriculum activities that develop children's physical abilities and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities linked with the development of an active and healthy lifestyle. To support this, we develop our skills in a variety of skills-based units which we apply to individual performances and team games and competitions. P.E. also develops pupils' confidence and personal skills, such as those of team work, communication, creativity, critical thinking and positive attitudes. P.E. is also seen as a way of making positive choices to be able to take part in a healthy, active lifestyle. We explore how to be healthy through our choices of foods and exercise.

At John Wheeldon Primary Academy, we recognise the importance of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. We are committed to supporting the health and wellbeing of our children and understand the impact physical activity and sport has on this.

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self confidence in their ability to manage themselves, and their bodies within a variety of movement situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities.

Our curriculum is based on progressive learning objectives, which, combined with varied, and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situation for all pupils. The curriculum aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. At the heart of the PE curriculum lies our PROUD values perseverance, respect, outstanding, unique and dynamic, all of which are integrated into our PE sessions as well as our wider curriculum offer.

In addition to the importance placed on PE lessons, we also have a wider curriculum offer that includes the opportunities for pupils to take part in extra-curricular sports and activity clubs and competitions. Daily physical activity and health enhancing activities also play a crucial role in our offer to pupils including active lessons, active lunchtimes and extra-curricular activities.

Implementation

Pupils within EYFS undertake daily physical exercise within their teaching unit, through continuous provision, including the recent development of our outdoor area and woodland forest schools area. They also have access-structured activities at least once a week, where the Sports Xplorers scheme is used to develop areas of fundamental movement incorporating storytelling into its teaching resources. Cross-curricular links enable PE activities to take place during literacy and maths.

In KS1, the curriculum focuses on fundamental key skills to develop early stages of tactical awareness and physical fitness elements of agility, balance and coordination through the introduction. Curriculum content includes ball skills and team games, gymnastic and dance activities. The children are introduced to early stages of: games, gymnastics, dance, outdoor and adventurous and athletics and learn important fundamental skills to progress through these.

At KS2, pupils continue to apply and develop a range of skills to enable them to become successful games players, dancers, gymnasts and athletes. Lower key stage 2 develop the skills required for a range of games, such as throwing and catching, sending and receiving; while upper key stage 2 takes this further to allow access to specific sports, developing the tactical knowledge to apply the skills developed in years 3 and 4. We also enrich children's experiences through opportunities for outdoor and adventurous activities. To further support the teaching of PE, the PEDPASS scheme is used which enables the breakdown of skills for specific units to allow an even coverage throughout each year group. It also allows time for the development of key vocabulary in each unit of sport to ensure a sophisticated range of terminology is being accessed when evaluating performances.

Assessment:

The knowledge to be taught across the year groups 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. 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. We check what pupils know and can do before moving on in the curriculum. Our recent work on the curriculum design has improved the breadth and depth of what is offered and we are mindful of the need to give pupils enough time to build knowledge and develop proficiency before moving onto a new activity.

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 both declarative and procedural knowledge.

Staff use the STTEP method to support all pupils to meet our ambitious outcomes and understand how to modify activities, particularly for SEND pupils where appropriate.

Our assessment system is used well by staff and pupils, they understand that it is aligned to what is taught. We have identified the declarative and procedural knowledge necessary for pupils to build competence in the activities we teach and, as a result, staff have become more consistent in the criteria they use in deciding whether pupils have met particular objectives.

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.

Children develop their swimming skills in KS2 through the use of the Swimming Charter at our local leisure centre. Children attend swimming sessions weekly for at least 2 terms during their time at John Wheeldon. When children leave us they should be able to swim, know how to get out of trouble if they fall into water, know the dangers of water and understand how to stay safe when playing in and around it. This data is reported annually as part of our Physical Education and School Sport Premium Funding.

Benefits of water safety and swimming lessons:

- Learning to swim allows pupils to have fun in the water with family and friends.
- Water safety is an essential life-saving skill.
- Swimming provides numerous physical and mental benefits throughout a pupils' life.
- Knowing how to swim provides access to many other water-related activities – and careers.
- Learning about water safety in different water environments and situations is vital to staying safe in and around water. (The Swimming Charter 2021).

Wider Curriculum Offer:

Children at John Wheeldon are given the opportunity to join a range of extracurricular activities, both during lunchtimes and after school. They range from traditional sports such as football and netball, and other sports such as archery and chess, to non competitive physical activity clubs including yoga and Zumba.

Children are given the opportunity to compete at various levels including personal best challenges in school and other intraschool challenges between year groups and classes. We take part in many School Games events and hold the Platinum level School Games Mark for our participation in competitive sport and extracurricular opportunities.

P.E. and our Community

At John Wheeldon Primary Academy, we have strong links with our local community. Our pupils take part in a range of activities, competitions and festivals outside of school and the wider community. We have strong links with local clubs– including visits in and out of school. Active travel is encouraged and promoted highly in school and we have a successful walking bus scheme. Volunteers from within our community support us with this initiative and regularly walk with our children. Children and our wider community are provided with opportunities and make healthy choices such as through the school fruit scheme, census day healthy snacks, and promotion of National initiatives for physical activity and wellbeing such as Yellow Day, Bike to School Week School Sport Week and mental health week. Physical activity plays a pivotal role in community events such as our May Day festival and Sports Days and is promoted in a manner to be fully inclusive.

Daily physical activity/ Active Learning

We aim to provide the children at John Wheeldon with at least 30 of their expected 60 minutes daily physical activity throughout the school day in addition to our timetabled PE sessions. Children are provided with opportunities over the school day to become physically active within the curriculum, including use of active learning. Lessons include elements of physical activity including active times tables sessions and the use of a whole school resource Cross Curricular Orienteering. Children are provided with opportunities to have “brain breaks” throughout the school day through the use of initiatives such as Mindfulness, Yoga, Zumba, Breathing Exercises and dance activities.

Our active lunchtime initiative enables children to become physically active through various zones including the following: Sporting activities in our Sports Zone Target Zones; Dance and artistic activities in our Creative Zones; Personal best and Team building challenges zones; and other activities such as board games, music and role-play activities for our less sporty children in our Quiet Zones.

Staff CPD

There is a comprehensive plan for school improvement for PE. This begins with staff audits to identify areas of confidence and those which require improvement and further CPD. Appropriate CPD opportunities in the form of staff meetings, INSET, online training and off site courses are offered to staff to improve teaching and learning in P.E.

Impact

As a result of a strong Physical Education curriculum and wider curriculum offer, John Wheeldon Primary Academy leavers will:

- Become skilful and intelligent performers
- Acquire and develop skills, performing with increasing physical awareness
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in different ways
- Set targets for themselves and compete against others
- Understand what it takes to persevere, succeed and acknowledge others' success
- Respond to a variety of challenges
- Take the initiative, lead activity and focus on improving performances
- Develop competence to excel in a broad range of physical activities
- Lead healthy, active lives
- Develop positive attitudes to participation in physical activity
- Engage in competitive sports and activities
- Embed values like fairness and respect
- Gain experience and values from a range of forest school activities

Equity, Diversion & Inclusion

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.

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 & 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 and a copy of the 2024 edition is saved in the Staff Shared Area.

All staff should refer to our school risk assessments, as well as the AfPE handbook to ensure they are following safe practise in Physical Education.

Please refer to our school's general, indoor and outdoor PE risk assessments for further information.

We are PROUD of all we do!