



Padiham Green CE Primary School

Jesus said, "Come, Follow Me." Matthew 4:19

PE Policy

Review of this Policy: This policy will be reviewed annually by the Governing Board

Revised: November 2025

Document Purpose

This policy document aims to reflect the philosophy of our school and provide a clear vision for Physical Education and Sport shared by Governors, Staff, Pupils, Parents and our Wider Community.

This policy should be used in conjunction with the Lancashire Scheme of Work for PE and other supporting documentation.

Aims

The school's aims 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 Padiham Green CE Primary School, it is considered a unique and valuable area of curriculum and is prioritised. 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 pupils' 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 and, whenever possible, teach half the class in each session
- 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 knowledge skills and understanding they need through dance, gymnastics and games activities.

At Key Stage 2 the curriculum is widened pupils and 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 planned. Our lessons are generally 60 minutes in duration in both Key Stage 1 and 2 (averaging 2 lessons a week)

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

The Lancashire Scheme of Work, covers all areas of National Curriculum PE and provides content and progression for,

- Invasion games.
- Net/wall games.
- Striking and fielding games.
- Dance.
- Gymnastics.
- Athletics.
- Swimming and water safety (KS2 only).
- Outdoor and Adventurous Activities.

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, 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.

Our long-, medium- and short-term plans, plus other useful PESSPA resources, are stored on the one drive and the PE Passport APP, and these are regularly updated by the PESSPA subject leader.

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 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, 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 life.

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.

Swimming and Water Safety

Swimming is a statutory area of the PE national curriculum and all pupils at Padiham Green CE Primary School, have access to swimming instruction in all classes.

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 Padiham Pool pool for all pupils.

Catch up lessons are also provided in Y6 in autumn 1 for 7 weeks for those not acquiring the national standards.

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 term 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 by class teachers as part of our PSHE curriculum.

Time Allocation

At Padiham Green CE Primary School,, PE is delivered throughout the whole day. We make maximum use of our limited facilities . Not all of our pupils learn to participate in physical activity or sport beyond PE lessons so it is important we use our timetabled lessons strategically to teach all pupils the important knowledge they need to make informed decisions about how to live a healthy, active life.

A timetable showing when each class is either outside or indoors is displayed in the staff room.

All classes have at least two hours of PE each week. The longer lessons are planned to enable the development of more complex skills, knowledge and understanding, such as compositional work using gymnastics apparatus and applying strategies through playing

games. All class teachers will seek opportunities to develop the learning through a cross-curricular approach.

Time allocated for PE is not sacrificed to provide additional interventions or help pupils to catch up with missed teaching in other subjects.

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.

Our staff have become increasingly confident in identifying pupils' misconceptions quickly, and plan instructions, explanations, practice and feedback to reduce the likelihood of these becoming embedded. We recognize that practice is important for pupils to consolidate their understanding. Together with practice, pupils need to have the knowledge necessary to access the learning.

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 must 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 STEP 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
- 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 organized 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.

We have identified 'end points' and these are broken down throughout the unit of work. And where they are going. Pupils know what they are learning and where they are going. 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 track how they are doing against national expectations. (See PE assessment system on the one drive, PE Passport App and FMS assessments sent to the PE SL).

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

Lancashire Scheme of Work provides Core Tasks for all activity areas.

Teachers record assessments for each child on the Key Learning Indicator of Performance sheet. The whole class assessment is completed on the class document with one copy of this kept by the teacher and another passed to the subject leader. Both assessment sheets should follow the pupil and class through school.

End of term reports are made to Parents during Progress Evenings in the Autumn and Spring terms.

A written report is completed in the summer term where parents have the opportunity to provide feedback.

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
- self-evaluation of the subject/Quality Mark application

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.

Attendance at the 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 interschool 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 coaching staff and implement quality assurance through the subject leader
- engage pupils in designing the extra-curricular experiences through the Sports Crew.
- ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school/pupils attend club taster days/clubs advertise on noticeboard)
- inform pupils and parents of the range of extra-curricular experiences.

Daily Physical Activity

We incorporate a 10 minute 'Take 10' session into our daily timetable. These sessions are usually dance routines performed in the classroom or hall, but can also be 'brain gym' type activities, action rhymes or outdoor physical activities such as skipping or running. Our Take 10 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 trained Sports Crew who provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living. At KS1 morning break we have Playground Leaders from Y2 who have also been trained to lead activities.

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 are identified.

Leadership and Management

The PE subject leader is 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 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 wellbeing 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.

Equity, Diversity and Inclusion

These include classroom assistants, teaching assistants, HLTAs, learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers.

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- support the delivery of high quality PESSPA
- enrich or enhance an activity pupils are undertaking
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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 and a copy of the 2024 edition is kept in the staffroom.

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 are 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 extracurricular 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. Appendix 1 of this policy is a copy of ‘Signs and Symptoms of Concussion’ poster that is displayed in the medical room and 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.

The Association for PE recommends each school having a robust Physical Education Policy outlining its position on PPE and to communicate this annually to parents explaining its position. This we do at the beginning of each academic year through our newsletter and website. In this communication with parents we include information about the range and quality of PPE relevant to the school sport extra-curricular programme and how staff will determine whether it is safe to continue or if it is necessary to amend a planned session where pupils lack the required PPE.

Weather conditions

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.

Our policy is when pupils are participating in hot weather, parents are reminded to provide suncream 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.

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

For hall-based activities children are expected to wear shorts and T-shirts. Dance and Gymnastics should be undertaken in bare feet, unless children have a foot complaint when pumps or trainers may be worn. Children with sensory needs can wear socks with grips (like trampoline) socks. Warmer clothes are necessary for outdoor activities, which will continue during cold weather. Outdoor games should be undertaken in suitable trainers and must be laced correctly. For all activities, long hair should be tied back.

Swimming goggles may be worn, by discretion of the swimming pool and consent must be sought by the parents for this. When used, these items should be made of unbreakable plastic or rubber materials and children should be taught to remove them by slipping them off the head and not by stretching the retaining band.

Clothing for PE Activities

- Indoor games, dance and gym - Black shorts, white T-shirt, pumps or trainers
- Outdoor and athletic activities - Winter: Tracksuit and outdoor trainers,
Summer: Black shorts, white T-shirt, pumps or trainers.
- Swimming - Swimming costume or trunks, named swimming cap, goggles, (parental consent).
- No jewellery or watches to be worn for any physical activity.

Glasses may be worn with parental consent

Long hair worn by students 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** (eg “wake and shake” type activities), 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) 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.

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 and Y3 students will change together in their classrooms, whereas y4-6 students will change in separate areas. Staff are present during changing times to ensure pupils are always safe.

Equipment and Resources

The areas available for PE include school hall (Church House), playground and field at Mount Lane. Swimming is undertaken at Padiham Pool. A variety of equipment is available in school, most of which is kept in the PE store. The indoor PE store is in Church House and the outdoor PE store is on the playground; this is kept locked at all times. The Sports Crew also have a locked store on the playground.

Staff/ Sports Leaders are asked to inform the Subject Leader if equipment is broken or needs replacing.

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.

Jewellery

In line with school policy, children should only be wearing watches to school. Wristwatches must be removed before PE lessons, and this includes 'Fit Bits'. There may be some occasions where a personal adornment cannot reasonably be removed. In such

circumstances, these items must be made safe for the activities concerned, both for the wearer and other participants. In these instances prior consent of the head teacher must be sought before an item can be worn otherwise it will have to be removed in order that PE can be undertaken.

Movement of Apparatus

Throughout their development in PE, children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Development of these skills is given in the following table, but it should be realised that this is intended as a basic guide and may not be appropriate for all children.

Year	Equipment	Notes
R	Various	Large apparatus will be assembled by staff. Children may start to learn techniques for carrying mats and small items of equipment.
1	Mats (when appropriate)	4 to a mat, 1 on each corner
2	Mats and Benches	4 to a mat, 2 to a bench (all children to face the direction of travel).
3	Mats, Benches, Planks, Ladders and Light Boxes	4 to a mat, 2 to a bench, planks and ladders (all children to face the direction of travel).
4/5/6	All Apparatus (size appropriate)	2 to each mat and lighter apparatus, 4 on heavier or more bulky apparatus (all children to face the direction of travel).

Although it is desirable that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson, is not a realistic target, bearing in mind the restrictions of time allocated to PE and the restrictions on hall use. The children should, however, receive enough practice and guidance to be able to do it safely and efficiently.

Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going in order to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

Placement of Mats

Children will be taught about the correct placement and use of mats. The school's policy on the placing of mats follows the guidelines given in 'Safe Practice in Physical Education', written by BAALPE (British Association of Advisers and Lecturers in Physical Education). This states that mats should not be placed around profusely and indiscriminately but should be used where it is expected they will be needed for deliberate landings. It is anticipated however, that younger children may require mats at an early stage of traversing apparatus at a height, where they are likely to need to drop down. All children will be taught that the use of mats is to suggest area for dismount, or entry to apparatus and not for protection against landing.

Out-of-Class Activities

PE lessons will provide the children with opportunities to practice and consolidate their skills and knowledge and to develop and extend their techniques and abilities. These may be extended further through out-of-class activities such as, residential trips and extra-curricular clubs. Residential visits offer children opportunities in Outdoor and Adventurous Activities including walking, canoeing, climbing, orienteering, abseiling, rock-climbing and swimming. Padiham Green CE Primary School, offers a comprehensive range of extra-curricular clubs that change to meet the needs and preferences of the children.

Competitive School Sport

Aim is to increasing pupils' participation in extra- curricular sport by,

- Co-ordinated Programme of intra and inter school competition.
- School Sports Partnership Calendar of competitions at local/county level.
- Inclusive competition opportunities

Extra-curricular clubs are run by: Staff members (Teachers, HLTAs), Qualified coaches and Outside agencies.

Registers of attendance are kept for each activity Activities are promoted via Worship, social media, Letters, PE Noticeboard and School Website.

Level 1 - School Games – Schools Site

Extra-curricular activities / clubs currently offered are:

Football	School Games
Tag Rugby	Benchball
Dodgebal	Rounders
Netball	Cross country
Cricket	Tots on Tyres
Tennis	Bikeability (Y5 and Y6)

Level 2 - School Games Competitions

We believe that competition is a healthy and productive part of school PE and Sport and encourage all children to participate in competitions, regardless of ability.

Competitive School Sport. School aim is to increasing pupils' participation in extra-curricular sport.

The school is affiliated to the Burnley School Sport Partnership which provides,

- Specialist support from the SSCO with intra (L1) and inter (L2) school competition coordination and delivery.
- Organised competitions at local (Level 2) and county level (Level 3)
- Inclusive competitive opportunities.

Level 3 - County Level - Lancashire School Games

Healthy Active Lifestyles

Aim is to ensure all our children have access to regular exercise

- Change 4 Life club opportunities for 'inactive' young people.
- Playground Young Sports Leader training.
- Development of School – Club Links, enabling pupils to participate in sport inside and outside school.

High Quality Leadership and Volunteering

Aim is to improve the quality and quantity of leadership opportunities for pupils, enabling them to become more independent.

- Curriculum PE Lessons.
- Playground/Sports Leaders.
- Sport Specific Courses.

Self- Review & Quality Assurance

Aim is to measure the impact of the funding,

- Monitoring of pupil progress through assessment in lessons.
- Lancashire PE Mark.
- Youth Sport Trust – Self Review – 'Become Outstanding'.
- School Games Kite Mark – monitoring competitive school sport

Role of the PE Subject Leader

- Ensure Lancashire Scheme of Work is available to all staff.
- With support, monitor the teaching and assessment of the subject.
- Co-ordinate staff CPD Programme for PE.
- Co-ordinate the maintenance and replacement of equipment.
- Attend termly PLT meetings.
- Regular meetings with SSCO.
- Co-ordinate Programme of extra-curricular clubs.
- Promote Calendar of Events, Burnley School Sport Partnership, Noticeboard and Website.
- Apply for School Games Kitemark.

The PE and Sport Premium Funding

Since March 2013, the government has dedicated an annual primary PE and Sport Premium that goes directly into primary schools. It continues today and schools are required to publish details of how they spend their PE and sport grant and evidence the impact of this funding. Details of how we spend the PE and Sport Premium Funding can be found on the school website.

At Padiham Green CE Primary School, we have a dedicated 'Link' Governor who liaises with the PESSPA subject leader on the PE and Sport Premium funding and all matters pertaining to PESSPA.

Our PESSPA and sport link governor is Paula Markham.

Governors are responsible for the spending of this funding and ensuring it meets the requirements of the conditions of grant.

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: Karen Hughes

Date: November 2025

Governor: Paula Markham

Date: November 2025

Next review date: November 2026

Appendix A

Extra-curricular provision

Our school seeks to encourage positive attitude to physical activities and sporting challenges as a whole. We aim to supplement the curricular provision with opportunities for the children to engage in a range of after-school sport clubs. These will depend on the availability and experience of staff or coaches willing to provide these opportunities.

Examples of the clubs run at school include football, cross country running, athletics, tag rugby, gymnastics, multi skills (for Key stage 1), cricket and bench-ball. These run for varying blocks of times through the school year and are open to children from different year groups. Participation is encouraged as well as competitive teams being entered for inter-schools' fixtures/leagues/festivals in many of the sports. Often the interschool competitions are run by the school sport partnership in conjunction with the school games initiative. The school also access various coaching opportunities through the sports partnership and has direct links with some of the sports clubs based in town.

Written parental permission must be given for children to attend after school activities. Staff involved in running these clubs are aware of their responsibilities in relation to Health and Safety issues. These include keeping a register of all children attending with any relevant medical information and emergency contact numbers. Staff will notify pupils of any cancellation, rearrangements of clubs as soon as possible. See appendix B for risk assessments and guidelines relating to sports fixtures/practices.

Emergency procedures

In the event of an accident during a PE session all activity must be ceased immediately and the unaffected children instructed to sit at one side of the area while the person in charge deals with the injured party/ies. If the incident is serious then the office must be informed by another adult or two children straight away in order that the injured party can be monitored. There are red cards in each room around school for such an eventuality. Staff will need to take a red card on the yard when doing PE outdoors as well as their medicine boxes. If required one of the school first aiders must be sent for. Any accidents must be logged in the accident book kept in the school office.

First Aid

There are named first aiders in the school in case of emergencies, who are displayed in the staff room.

Adults other than teachers

All PE activities should be carried out under the supervision of a teacher. Support assistants will not take PE lessons in PPA time or as cover. However, they should be used appropriately to support group activities and especially when children have special educational needs. Parent volunteers with experience of a particular sport may be a useful resource to enhance PE and extracurricular sessions. They should always be supervised when working with the children and only if the class teacher is confident that they are competent and can manage the children should they have any part in leading activities.

Coaches from outside organisations

The school views coaches from outside organisations (i.e. football clubs, sports development teams and governing bodies) as a valuable resource to enrich the children's learning. The school will follow the BAALPE guidance for use of volunteers and paid coaches in PE and school sport. A copy of this book can be found in the staff room and should be referred to before any group or organisation works with children from the school. It highlights the roles and responsibilities of the different parties in relation to supervision, child protection, and competence. It is of paramount importance that teachers remember that although coaches may have a good knowledge of their sport, they have the best understanding of the environment and the children in their care. The teacher maintains overall responsibility for what goes on in a coaching session, even if they are not leading it, and must ensure that the safety and well being of the children is maintained at all times. If the teacher feels that a coach is not competent or there is any safety issue with an activity then they must stop the session immediately.

Safety issues specific to gymnastics

Matting

In gymnastics, mats should be used for certain rolling and balancing activities as well as when a planned landing is intended (i.e. jumping from a table.) Children must be taught explicitly how to land safely when leaving apparatus. School policy is that when working on the climbing frames the adjacent floor should be matted AS A PRECAUTIONARY MEASURE. It must be emphasized to the children and strictly enforced that, in this instance; they are NOT for jumping down onto or from the frame.

Working at height

Careful spotting is of paramount importance when children are working at any height, in particular on the climbing frame. The teacher should have a planned specific learning objective for the use of such apparatus and be confident that any actions the children are performing are appropriate to that equipment. They should limit the number of children working on apparatus at any one time and give them clear direction as to how it should be used.

Skills taught

In gymnastics the teacher will only teach skills which they are competent/qualified to teach. Within curriculum time backward rolls and head stands should not be taught due to the amount of pressure put on the neck. Forward rolls may be taught in small groups/individually but not as a whole class activity since the children need closer supervision to ensure correct technique.

Lifting and handling

Children should always be taught to lift apparatus and equipment correctly. This is particularly important when lifting larger apparatus such as mats and benches, which should be lifted by keeping a straight back and bending the knees. For Key stage 2 children (dependent on their size) it should be sufficient to have two to a mat or bench with the front person facing in the direction of travel. For Key Stage 1 children 4 would normally be more appropriate especially with the larger mats. Children should never lift any tables, mats or benches alone.

Appendix B

Resource List

This is a list of present resources and will be supplemented with additional equipment and apparatus as required. Any equipment that is damaged or lost will be replaced.

All equipment

which is boxed up in the indoor store is colour coded so that it can be placed back on the correct

shelf. Any equipment which is foam should be in the indoor store to prevent damage from damp.

Indoor Store

Hoops
Marker cones
Coloured sponge balls
Sponge rugby balls
Small sponge balls
Tennis balls
All balls
EZ balls
Coloured bean bags, air balls and bats
Skipping ropes
Hoops
Wooden skittles
Team bibs
Rockets
Batons
Fling-it nets
Shot putts
Obstacle gates
Pop-up targets
Court marking strips
Feet
Activity Cubes
Parachute
Speed bounce mats

Hall

Hooked beam
3 benches
Hooked planks
Nest of gymnastics tables on trolley
Climbing frame and 2 sets of ladders
Large gym mats

Outdoor Store

Tennis racquets
Tennis balls
Hoops
Skipping ropes
Netball posts
Netballs
Hockey sticks
Goal posts
Rugby tags
Rugby balls
Footballs
Basketballs
Rounders posts
Rounders bats
Ball pump
Agility ladder
Javelins
Tennis nets
Crazy Catch rebound
nets
Cricket balls, bats and wickets
Equipment for outdoor education
activities:
Maps of school grounds, Orienteering
punches, control markers, ropes and
blocks for
crossing the swamp activity,

Staff Room

Various books with ideas and activities
linked to gymnastics, games, dance,
athletics and
problem solving located in the staff room.
Tops gymnastics, Tops dance, Tops

Appendix C

Curriculum Overview

Appendix D

Risk Assessments and Specific Guidance:

- Risk assessment for PE in the hall
- Risk assessment for PE on the Junior Yard
- Risk assessment for PE on the field
- Risk assessment for swimming
- Staff guidelines for sports fixtures
- Staff guidelines for extra-curricular sports clubs/activities

Risk Assessment for PE in the hall

<u>Aspect to consider</u>	<u>Hazard</u>	<u>Who is Affected?</u>	<u>Control Measures</u>	<u>Level of Risk</u>
Medical	Known medical conditions	P	Class teacher must take any medicine etc in the red medical emergency bag. Always take the red card for PE in case of emergencies.	L
Running into obstacle around the room.	Chairs, fire extinguishers, piano and benches	P	Class teacher to monitor the children carefully and warns them that they need to be aware of the hazards. Where possible hall should be clear of unnecessary furniture. Ensure appropriate behaviour and class management.	L
Tables stored in the hall.	Children running into the tables or falling on the children.	P	Teacher ensures that the tables are stacked correctly and against the wall. Class teacher monitors the children carefully and warns them that they need to be aware of the hazards. Ensure the children are not working to near the tables.	M
Balls/equipment hitting lighting and equipment stored on the cupboards.	Falling parts of the lights/ equipment.	P	Ensure equipment is stored and used correctly.	L
Wet floor	Children slipping on wet/dirty floor after dinner.	P	Cone off the area or use another area to do PE.	L
Staff training	Competence, qualifications and professional learning. Staff competence Professional learning.	P	Teachers with QTS Qualified teachers are competent to teach PE activities outdoors in curriculum time. Any areas of PE where the teacher feels less confident will be addressed by the SLT and appropriate professional learning put in place. School Support Staff	M

	External staff competence and qualifications		For other members of school staff the HT has made a competency assessment and ascertains that the HLTA/TA is sufficiently competent to teach the specific PESSPA activity outside. This has been based on aspects such as qualifications, experience, reputation, knowledge of the children, and an observation of the HLTA/TA.	
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At all time the teacher has overall responsibility for the safety of the children in the lesson, even if another adult (i.e. external coach) is leading the activity. As well as making the children explicitly aware of hazards the class should be actively involved in dynamic risk assessment, both identifying and addressing any safety issues around equipment, people or environment.

Risk Assessment for PE on the Junior Yard

<u>Aspect to consider</u>	<u>Hazard</u>	<u>Who is Affected?</u>	<u>Control Measures</u>	<u>Level of Risk</u>
Medical	Known medical conditions	P	Class teacher must take any medicine etc in the medical emergency bag. Always take the red card for PE in case of emergencies.	L
Steps	Falling down the steps when running at speed or chasing a ball etc.	P	Ensure that the children are aware of the danger. Alter the areas in which the children are working.	L
Slope by the Muga and down to forest school	Slips trips and falls when the surface is wet.	P	Don't use the yard for PE when it is raining or the surface is still wet or slippery (in winter).	L
PE store door	Collisions with the door when open.	P	Ensure that both the doors are closed during PE.	L
Staff training	Competence, qualifications and professional learning. Staff competence Professional learning. External staff competence and qualifications	P	Teachers with QTS Qualified teachers are competent to teach PE activities outdoors in curriculum time. Any areas of PE where the teacher feels less confident will be addressed by the SLT and appropriate professional learning put in place. School Support Staff For other members of school staff the HT has made a competency assessment and ascertains that the HLTA/TA is sufficiently competent to teach the specific PESSPA activity outside. This has been based on aspects such as	M

			qualifications, experience, reputation, knowledge of the children, and an observation of the HLTA/TA.	
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At all time the teacher has overall responsibility for the safety of the children in the lesson, even if another adult (i.e. external coach) is leading the activity. As well as making the children explicitly aware of hazards the class should be actively involved in dynamic risk assessment, both identifying and addressing any safety issues around equipment, people or environment.

Risk Assessment for PE on the Field

<u>Aspect to consider</u>	<u>Hazard</u>	<u>Who is Affected?</u>	<u>Control Measures</u>	<u>Level of Risk</u>
Medical	Known medical conditions	P	Class teacher must take any medicine etc in the medical emergency bag. Always take the red card for PE in case of emergencies.	L
Slope by the Muga and down to forest school	Slips trips and falls when the surface is wet.	P	Don't use the yard for PE when it is raining or the surface is still wet or slippery (in winter).	L
Staff training	Competence, qualifications and professional learning. Staff competence Professional learning. External staff competence and qualifications	P	Teachers with QTS Qualified teachers are competent to teach PE activities outdoors in curriculum time. Any areas of PE where the teacher feels less confident will be addressed by the SLT and appropriate professional learning put in place. School Support Staff For other members of school staff the HT has made a competency assessment and ascertains that the HLTA/TA is sufficiently competent to teach the specific PESSPA activity outside. This has been based on aspects such as qualifications, experience, reputation, knowledge of the children, and an observation of the HLTA/TA.	M

At all time the teacher has overall responsibility for the safety of the children in the lesson, even if another adult (i.e. external coach) is leading the activity. As well as making the children explicitly aware of hazards the class should be actively involved in dynamic risk assessment, both identifying and addressing any safety issues around equipment, people or environment.

Risk assessment for swimming

<u>Aspect to consider</u>	<u>Hazard</u>	<u>Who is Affected?</u>	<u>Control Measures</u>	<u>Level of Risk</u>
Medical	Known medical conditions	P	Class teacher must take any medicine etc in the medical emergency bag. Always take the red card for PE in case of emergencies.	L
<u>Travel</u>	<u>Walk to the Pool</u>	<u>P, S</u>	See local walk risk assessment	<u>L</u>
<u>Changing Rooms</u>	Ensure that the children are separate from members of the public in the open changing area	<u>P, S</u>	Children get changed in allocated area. Place the barrier across the end of the isle when and after the children are changed. Ensure that there is an isle between the girls and boys area. Position a member of staff at the end of each isle. Use the group changing facilities if possible. Where possible take a Male/Female staff member. A member of staff should wait outside the toilets when children go.	<u>L</u>
<u>Wet Floor on the poolside</u>	Slips, trips and falls	<u>P, S</u>	Close supervision of the children and reinforcement of no running.	
Staff training	Competence, qualifications and professional learning. Staff competence Professional learning. External staff competence and qualifications	P	Teachers with QTS Qualified teachers are competent to teach PE activities outdoors in curriculum time. Any areas of PE where the teacher feels less confident will be addressed by the	M

			<p>SLT and appropriate professional learning put in place.</p> <p>School Support Staff</p> <p>For other members of school staff the HT has made a competency assessment and ascertains that the HLT/TA is sufficiently competent to teach the specific PESSPA activity outside. This has been based on aspects such as qualifications, experience, reputation, knowledge of the children, and an observation of the HLT/TA.</p>	

At all time the teacher has overall responsibility for the safety of the children in the lesson, even if another adult (i.e. external coach) is leading the activity. As well as making the children explicitly aware of hazards the class should be actively involved in dynamic risk assessment, both identifying and addressing any safety issues around equipment, people or environment.

Staff guidelines for sports fixtures

Before the fixture

- Put on initial permission slip information related to medical issues and emergency contact number.
- Ensure that all children have suitable transport to and from fixtures.
- Ensure that the children have appropriate kit/footwear/equipment.
- Ensure that the accompanying staff knows the important medical information related to the children.
- Staff take responsibility for medication of the children taking part.
- Staff establish and reinforce boundaries of appropriate behaviour including briefing the children prior to fixtures.
- Ensure that contact at school has a list of children participating, venue, times and organisation of the event.
- Ensure that the children have had appropriate coaching/guidance in order that they can participate safely.
- Advise the children on appropriate accessories for their well being. (i.e. Drinks, tracksuit etc)
- Ensure that there is sufficient staffing for the number of children participating.
- Confirm in person transport arrangements with drivers and fill in applicable consent/declaration forms including Form 8 (Ed Visits LCC) and business insurance for the member of staff transporting children.

At the fixture

- Staff assess the safety of the venue and equipment/apparatus linked to the activity.
- Assess dangers in the environment surrounding the fixtures (i.e. roads etc)
- Take the school mobile phone on off site visit. (or have a personal mobile)
- Staff take emergency contact details with them on any of site activity.

- Have a register of the children participating.
- Take first aid kit to fixtures.
- Have an established clear meeting point on arrival.
- Make clear to the children where they can and can't go at the site and arrangements for toilets etc.

After the fixture

- Ensure that all children are accounted for upon leaving and that the dropping off points are clear to the drivers.
- If appropriate ask drivers to ring school mobile to confirm safe arrival home.

Staff guidelines for extra-curricular sports clubs/activities

At all times the teacher has overall responsibility for the safety of the children in the lesson, even if another adult (i.e. external coach) is leading the activity. As well as making the children explicitly aware of hazards the class should be actively involved in dynamic risk assessment, both identifying and addressing any safety issues around equipment, people or environment.

Before practices

- Put on initial permission slip information related to medical issues and emergency contact number.
- Ensure that all children have suitable transport to and from venue.
- Ensure that the children have appropriate kit/footwear/equipment.
- Complete a register of all children participating, including emergency telephone numbers.
- Ensure that the accompanying staff knows the important medical information related to the children.
- Ensure that the sports equipment being used is fit for purpose and appropriate to the age/competency/experience of the children participating.
- Ensure that the children have had appropriate coaching/guidance in order that they can participate safely.
- Ensure that there is sufficient staffing for the number of children participating.

At practices

- Staff assess the safety of the venue and equipment/apparatus linked to the activity.
- Assess dangers in the environment surrounding the practice (i.e. roads etc).
- Staff establish and reinforce boundaries of appropriate behaviour.
- Staff take emergency contact details with them on any off-site activity.
- Have a register of the children participating.
- Take first aid kit off site.
- Have an established clear meeting point on arrival, if not on school premises.

- Make clear to the children where they can and can't go at the site and arrangements for toilets etc.

After practices

- Ensure that each participant has a lift with the appropriate adult and establish the arrangements for where/ to whom they are returning.
- If appropriate ask drivers to ring school mobile to confirm safe arrival home.