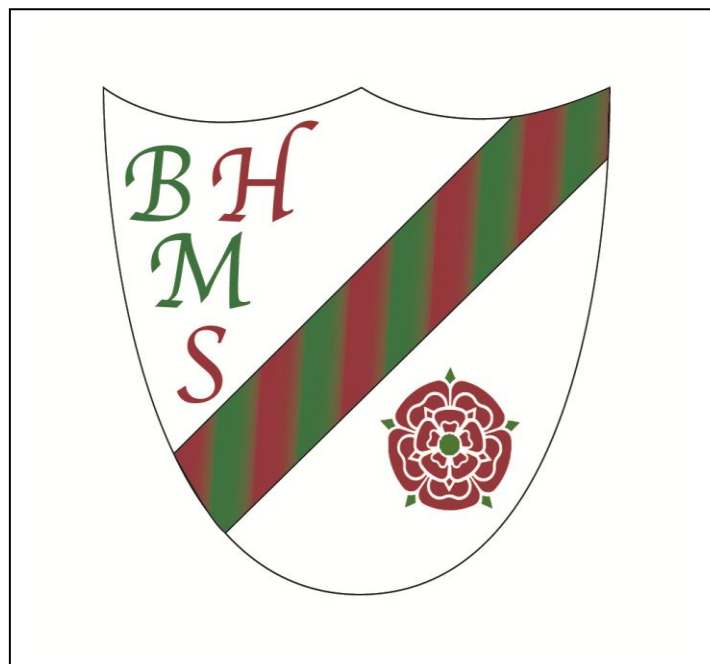


# Bedford Hall Methodist Primary School

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



Written by:	Mrs L Draper
Date agreed:	Spring 2025
Review Date:	Spring 2028
Chair's Signature	

## Version Control

### Change Record

Date	Author	Version	Reason for Change
Sept 2018	L Whittaker	1	New policy
Sept 2021	L Whittaker	2	New vision incorporated throughout. Change Elite for Wigan Athletic Add Spirit of the Games focus and associated rewards Add daily PB sessions
Dec 2024	S Collins	3	Ensure policy is easier to navigate. Add long term plan for all year groups.

## Contents

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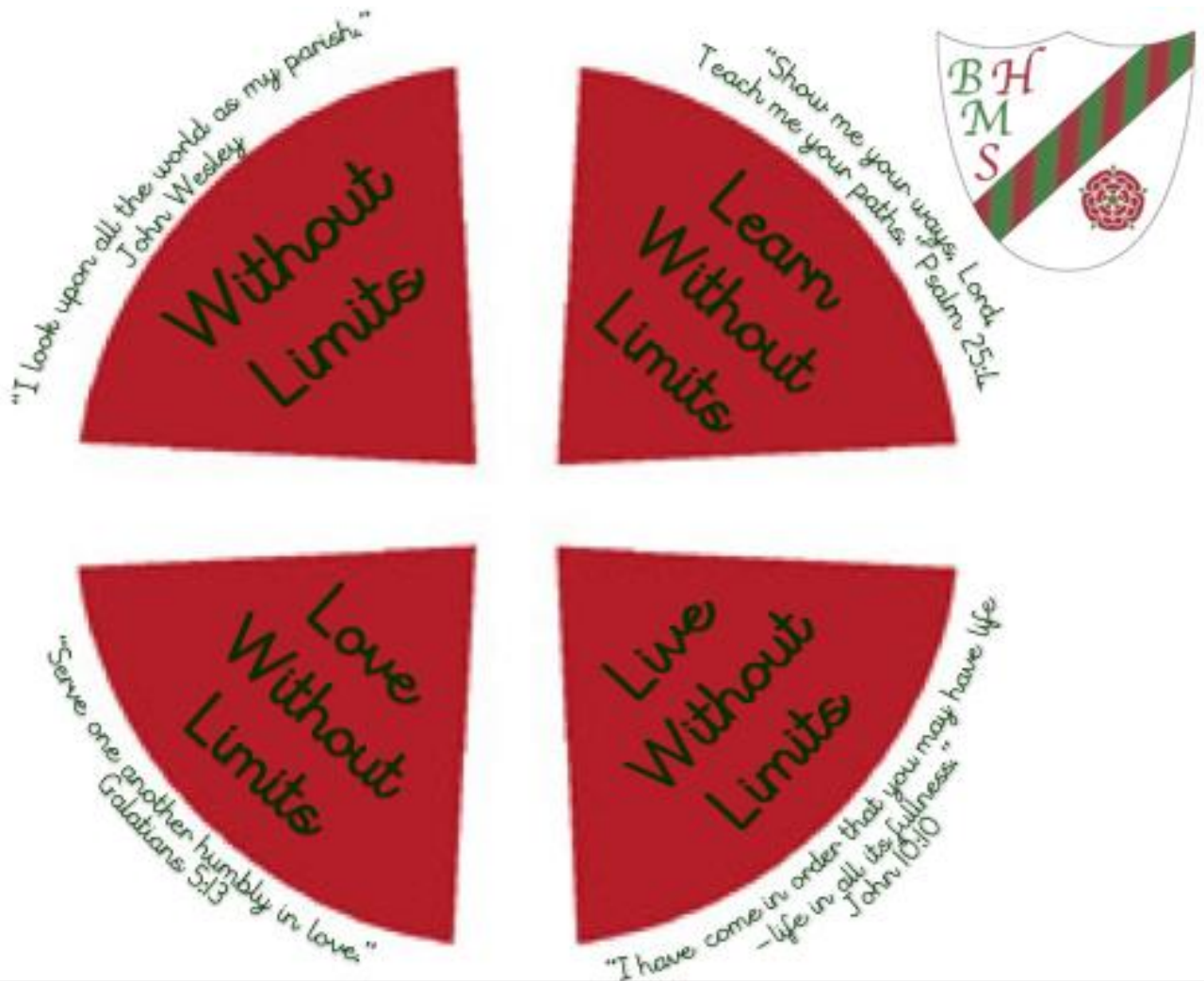
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## Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

To achieve this we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on Christian values.

## Our Vision



## **Safeguarding Statement**

At Bedford Hall Methodist Primary School we recognize our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

## **Introduction**

Our PESSPA offer is grounded with promoting healthy lifestyles for all pupils. This is delivered through actively developing their skills and celebrating performance resulting in pupils becoming motivated to be lifelong active individuals. We value the contribution PESSPA has to the holistic growth of our pupils, enabling them to lead full and valuable lives through engaging in purposeful and useful activity.

At Bedford Hall Methodist Primary School we provide a PESSPA curriculum that strengthens pupils' skills and knowledge through six concepts:

- Movement
- Tactics and Strategy
- Personal, Social, Emotional and Well-Being
- Vocabulary, Language and Communication
- Healthy Lifestyles
- Leadership

Throughout all sessions, praise and reward are focused around six key values, referred to as 'The Spirit of the Games':

- Determination
- Honesty
- Self-Belief
- Passion
- Teamwork
- Respect

## **Intent**

At Bedford Hall Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as 'well rounded' individuals.

The school vision '**Learn, Love, Live: Without Limits**' is interwoven within our curriculum intent and design. We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

**Culture** – which helps children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder.

**Possibilities** – which helps children to build aspirations and know available possibilities for the future lives, so they can live life in its all its fullness.

**Diversity** – which helps children recognise differences are positive and that individual characteristics make people unique and everyone should love and be loved without limits

At Bedford Hall Methodist Primary School we value the importance of PESSPA in preparing our children for the opportunities, responsibilities and experiences of leading a happy and healthy adult life.

Through the teaching of PESSPA, we aim to help pupils to:

1. Develop competence to excel in a broad range of physical activities
2. Be physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.
5. Communicate well with others to support the success of a team
6. Display the 'Spirit of the Games' values at all times
7. Acquire personal responsibility for ensuring the safety of themselves and others when participating in physical activity.
8. Develop inter-personal and problem solving skills as well as personal qualities such as self-esteem, confidence, tolerance and empathy.
9. Compare their performances with previous ones and demonstrate improvement to achieve their personal best
10. Lead and motivate others to achieve points 1-9

## **Curriculum Design**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 Year Olds	Skills Focus	<b>Gross Motor</b> Walk, run, jump and climb – use steps to outdoor slide Wheeled toys – trikes, bikes Kick, throw and catch balls	<b>Gymnastics</b> - In hall, spin, roll, use ropes and tunnels - Crawl through spaces on climbing equipment	<b>Wheels on the Bus</b> -co-ordination -movement and travel -spatial awareness	<b>Diddi Dance</b> -co-ordination - balance -movement and travel -clap and stamp to music	<b>Going on a Bear Hunt</b> - coordination -agility -movement and travel	<b>Parachute Games</b> -balance -coordination -spatial awareness
		Outdoor fixed climbing frame, trikes, tyres, planks and crates Daily wellbeing workout sessions					
Pre School	Skills Focus	-Steps and moves across climbing equipment using alternative feet. -Maintains balance using hands and body to stabilise -Creates lines and circles pivoting from the shoulder and elbow	-Walks down steps or slopes whilst carrying a small object -balance and stability	-Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles	-Balance on one foot or in a squat momentarily - shifts body weight to improve stability	-Grasp and release with two hands to throw and catch a large ball, beanbag or object	-Move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement
Reception	Lesson Focus - support from Wigan Athletic	<b>Dance</b> Perform a range of actions with control and coordination Respond with different ways of moving to a range of stimuli Link actions Repeat and remember simple movement patterns Demonstrate stillness in a range of shapes Explore actions that express and create ideas for dance	<b>Games</b> Running Jumping and landing Jumping distance Hopping Gallop Skipping Dodging	<b>Gymnastics</b> Travel in various ways Balance on a variety of small and large body parts Link movements together in a short sequence Rolls and different types of rolls	<b>Games</b> Rolling a ball Underarm throwing Overarm throwing Catching Kicking Bouncing a ball (dribbling) Dribbling with feet Striking a ball	<b>Athletics</b> Running Jumping for height Jumping for distance	<b>Athletics</b> -Running at speed -Jumping for distance -Throwing for distance -Running for distance
Y1	Lesson Focus	<b>Target Games</b> -Throwing and catching -Fair and Square -Python	<b>Gymnastics</b> -Sequences and stability (balance) -Vault -Apparatus	<b>Invasion Games</b> -Triangle Passing -Two on One -Dribble and Score	<b>Dance - Giraffes Can't Dance</b> -Movement, direction, levels	<b>Multi-Sports</b> -Striking and Fielding: All Together Now	<b>Athletics</b> -Running at speed -Jumping for distance -Throwing for distance



		-Boccia			-adapting force -remember and repeat	-Net and Wall: Racket Fun	-Running for distance
	PB Focus (Possibilities)	Running for distance	Throwing for Accuracy	Running-changing direction	Balance	Agility and Co-ordination	Dance
Y2	Lesson Focus	<b>Target Games</b> -Throwing and catching (D) -Fair and Square (D) -Python (D) -Boccia (D)	<b>Gymnastics</b> - Sequences and stability (balance) -Vault (D) -Apparatus (D)	<b>Invasion Games</b> -Two on One (D) -Dribble and Score(D) -Football skills -Basketball skills	<b>Dance- The Owl and the Pussycat</b> -Movement, direction, levels -adapting force -remember and repeat (D)	<b>Multi-Sports</b> -Striking and Fielding: Plank and Weave -Net and Wall: On the Spot -Tennis skills	<b>Athletics</b> -Running at speed -Jumping for distance -Throwing for distance -Running for distance
	PB Focus (Possibilities)	Running for distance	Throwing for accuracy	Running-changing direction	Balance	Agility and Co-ordination	Dance
Y3	Lesson Focus	<b>Swimming</b> -use a range of strokes -perform self rescue -swim over 25m	<b>Swimming</b> -use a range of strokes -perform self rescue -swim over 25m	<b>Swimming</b> -use a range of strokes -perform self rescue -swim over 25m	<b>Invasion Games</b> -End Zone -Too Many Goals -Tag Rugby skills -Hockey skills	<b>Net and Wall Games</b> -Keep it Going -Volleyball skills -Tennis skills	<b>Athletics</b> -5 Jumps - step, hop, jump, sissone, bounce -3 throws – push, pull, sling -Running for speed -Running for distance
	PB Focus (Possibilities)	Running for distance	Throwing for distance	Throwing for accuracy 2	Skipping	Hurdle Run	Throwing and catching
Y4	Lesson Focus	<b>Invasion Games</b> -	<b>Gymnastics</b> -Sequence and travel -Vault -Apparatus	<b>OAA</b> -Counting Cones -Team Building -Night Trail	<b>Dance based on 'Coming from the Mill' LS Lowry.</b> -Performing stillness, movement, gesture -Direction and levels -Adapting force	<b>Striking and Fielding Games</b> -Quick Pick Up -Round the Square -Rounders skills	<b>Athletics</b> -5 Jumps - step, hop, jump, sissone, bounce (D) -3 throws – push, pull, sling (D) -Running for speed (D) -Running for distance (D)
	PB Focus (Possibilities)	Running for distance	Throwing for distance	Hurdle Run	Throwing for accuracy 2	Skipping	Throwing and catching
Y5	Lesson Focus – support from Wigan Athletic	<b>Dance</b> -Perform a traditional dance -Samba (Brazil)	<b>Invasion Games</b> -Kabaddi -Lacrosse -Football	<b>Gymnastics</b> -Group Balances -Vault -Apparatus	<b>Target Games</b> -Dodgeball -Boccia -Koolchee	<b>Striking and Fielding Games</b> -Continuous Cricket -Face the bowler -Rounders skills	<b>Athletics</b> -Running for speed and distance -Throwing – push, pull, sling -Jumping – long jump, triple jump

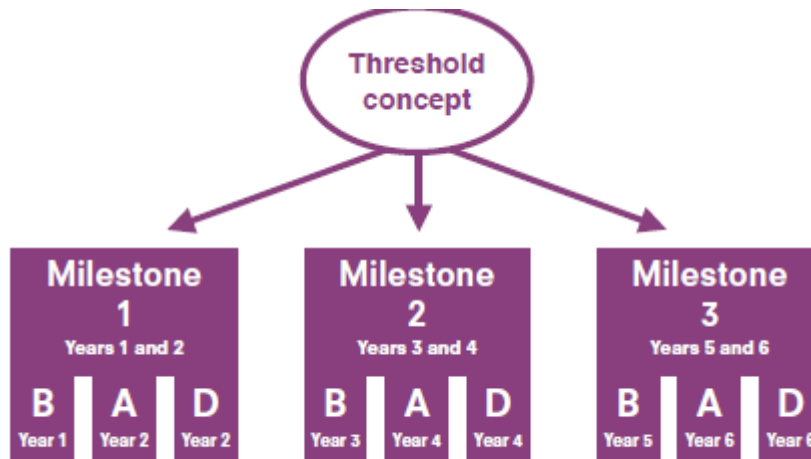
	PB Focus (Possibilities)	Running for distance	Throwing for Distance	Skipping	Throwing and catching	Hurdle Run	Throwing for accuracy
Y6	Lesson Focus	<u>Invasion Games</u> -Rugby skills.	<u>Net and Wall Games</u> -Seated Volleyball -In the Zone -Rebound -Tennis skills	<u>Gymnastics</u> -Group Balances (D) -Vault (D) -Apparatus (D)	<u>OAA</u> -River Crossing -Symbol Match Up -Pitch Orienteering	<u>Striking and Fielding Games</u> -Continuous Cricket (D) -Face the bowler (D) -Rounders skills (D)	<u>Athletics</u> -Running for speed and distance (D) -Throwing – push, pull, sling (D) -Jumping – long jump, triple jump (D)
	PB Focus (Possibilities)	Running for distance	Throwing and catching	Skipping	Throwing for Distance	Hurdle Run	Throwing for accuracy

Our curriculum design follows Chris Quigley’s Curriculum Companion in Physical Education. The design distinguishes between subject topics and concepts and values. Subject topics are the specific aspects of subjects that are studied (as seen in the table below). Concepts and values (as listed in the introduction) tie together the subject topics into meaningful schema. The same concepts and values are explored in a wide breadth of subjects. Through this ‘forwards-and-backwards engineering’ of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.

In EYFS, pupils strengthen their fundamental movement knowledge through locomotion (movement and spatial awareness) stability (core strength, balance and coordination) and object control (throwing, kicking, carrying). Through opportunities to play games both indoors and outdoors, pupils develop, acquire and apply these fundamental skills, meeting the requirements in the prime area of ‘Physical Development’ in the 2021 Framework for EYFS.

In Years 1-6, pupils continue to build upon their fundamental movement knowledge, as well as strengthening their understanding of subject concepts. For each concept, there are three milestones. Each milestone includes the procedural and semantic knowledge pupils need to understand the concept, providing a progression model. Pupils progress through Milestone 1 in Years 1 and 2, through Milestone 2 in Years 3 and 4 and through Milestone 3 in Years 5 and 6. Within each milestone, there are three cognitive domains: basic, advancing and deep. Our aim is for every pupil to display sustained mastery at the advancing stage of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time-scale for sustained mastery or greater depth is, therefore, two years.

The diagram below demonstrates the progression model through basic – advancing – deep.



Through the Chris Quigley Curriculum Companion, we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

### Implementation

In Reception, pupils rehearse and apply fine and gross motor skills daily through carefully planned and targeted activities in provision that challenge individual pupils and groups/teams. In addition to this, a dedicated one hour PESSPA lesson takes place each week, with a specialist coach from Wigan Athletic Community Trust who supports the class teacher in developing a broad and balanced PESSPA curriculum that meets our school intent, as recorded on page 5 of this policy.

Years 1 to 6, PESSPA lessons take place daily. Each week, pupils have 5 x 15 minute lessons where they practice fundamental movement skills (second row in the table above) and work towards achieving personal bests. This is because cognitive science tells us that in order for pupils to become creative tacticians, or have a greater depth of understanding, they must first master the basics, which takes time; mastering the basics involves returning to fundamental movement knowledge in all year groups.

On one day a week, they have a 45 minute session, which is subject specific. Subject topics are on the first row in the table on page 6. Each subject topic incorporates a knowledge web to help pupils relate each topic to previously studied topics and to form strong, meaningful schema. Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content, therefore skills are rehearsed over a number of weeks.

## **Inclusion**

In line with our commitment to inclusion, all children will have equality of opportunity to achieve their potential in PESSPA. All children will be expected to participate in the PESSPA curriculum. In planning and teaching PESSPA, teachers will have due regard for the following principles:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Ensuring challenge and extension when and where appropriate, using the 'STEP' approach (adapting Space, Task, Equipment or People)
- Providing opportunities to compete in appropriate inter and intra school events, including 'Just Join In' days for pupils with SEND and pathway qualifiers for the most able.

## **Impact**

Because learning is a change to long-term memory, it is impossible to see impact in the short term. Class teachers do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run. As part of the progression model through the milestones, teachers use POP (Proof of Progress) tasks which assess pupils attainment in each cognitive domain.

Pupils will also be actively involved in their own assessments providing feedback through questioning and self-evaluation throughout lessons including comparing current and previous personal best results. This evidence will be used to inform future targets and develop next steps.

Photographic and video evidence can complement the assessment process and can be used to enable pupils' to self-evaluate their performance and celebrate progression.

## **Resources**

The areas available for the teaching of PE are the hall, playground and school field. The sports facilities at Bedford High School may also be available to staff at certain times of the year where appropriate.

The equipment and resources for PE are stored within the hall in a locked cupboard. An annual audit of resources is undertaken by the PE Lead through an inventory check. Staff are responsible for collecting equipment and safely storing it back in to the cupboard in the correct place. Pupils are not permitted to enter the PE cupboard without adult supervision. PE equipment should not be used at break and dinner

times as separate equipment is provided for both KS1 and KS2 to use. Separate sports equipment is allocated for breaktime and lunchtime use. Pupils should be encouraged to look after the resources and be told of any safety procedures relating to the carrying and handling of resources. The resources are replenished as and when required.

We have a range of gymnastics equipment available including fixed apparatus, moveable apparatus, benches and mats. These are stored in the hall and are checked annually by Sports Hall and Gym services.

A sound system is available in the hall along with a laptop and projector screen to support teaching of PESSPA e.g. dance.

Teachers can access an online portal to support their teaching as well the Curriculum Companions Scheme of Work.

Swimming is undertaken at Howe Bridge Swimming Baths and is taught by a qualified instructor. The children in Year 3 attend for two terms as well as those individuals in Year 4 and above who are still working towards the required assessment standard.

### **Health and Safety**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. School follows the Safe Practice in Physical Education. Through demonstration, all pupils are taught how to handle and carry apparatus and resources safely and securely.

Pupils are required to arrive at school wearing the correct kit on the day allocated for their main PESSPA lesson. Although trainers form part of PESSPA kit, staff may feel it more appropriate for children to be barefoot to undertake some gymnastics or dance activities. Staff are also required to be dressed appropriately to teach PESSPA e.g. suitable footwear. For daily PESSPA sessions, pupils will participate in their school uniform.

All jewellery must be removed and stored appropriately in the classroom. Long hair should be tied back. At the beginning of each lesson, pupils are briefed to be aware of any potential hazards and reminded to always work in a safe manner, being aware of others working around them.

Gymnastic equipment is checked annually by Sports Hall and Gym services. Any damaged equipment should be reported immediately to the Subject Leader.

## **Funding**

School is committed to providing children with high quality PESSPA. Funding from the PE and Sport Premium for primary schools will be specifically targeted at improving the provision of, and the profile of, PESSPA. The PE Leader and Senior Leadership Team will create an annual action plan to show how the PE and Sport Premium funding will be allocated which will be decided as a result of pupil voice and according to assessment, targeted support and CPD requirements. The report will be shared with the Local Advisory Board (governors) and be available to view on the school website. Monitoring and evaluation of the impact of actions to improve the provision of PESSPA will be rigorous and carried out at the end of each term.

## **Physical Activity outside of PESSPA lessons**

School aims to establish an active school ethos and environment to promote health within and outside the curriculum. This will be done in a number of ways:

- Encouraging pupils to participate in physical activity during play times. In discussion with the School Sports Crew, lunchtime tournaments and playground challenges will be set. Staff to teach pupils a range of playground games in PESSPA lessons that can be carried on at playtimes.
- By training children in Year 5 and 6 to become play leaders. Their role will include supporting activities and games with younger children.
- By embedding health related exercise principles into the PESSPA curriculum. Ensuring that knowledge and understanding of fitness and health is integral to PE lessons and has cross-curricular links to other subjects, such Science, English and Mathematics.
- Ensuring the links between positive mental health and positive physical health are made explicit.
- Providing children with links to other aspects of health, for example by promoting healthy eating, good sleeping habits and providing children access to water. Children from Years R-6 have water bottles provided by school and the children are made aware of the importance of drinking water.
- Offering all pupils a range of after school clubs to promote physical activity in a fun environment. Pupils will be consulted on the types of clubs they would like to participate in after school on a termly basis.
- Ensuring the links between positive mental health and positive physical health are made explicit.
- Physical activities are promoted regularly to all staff.
- Facilitating development of new skills to enable children to access a wide range of competitive opportunities.
- Signposting pupils and parents to local clubs to continue a sport outside of school.
- Hosting sports clubs during the school holiday periods.

- Involving parents and families with clubs where this is deemed appropriate. For example, healthy lifestyle clubs, inviting them to take part in our colour run etc.

### **Monitoring and the role of the PE Leader**

- To take the lead in policy development and review
- To support teachers and external partners with planning, delivering and assessing progress in lessons, in line with this policy.
- To develop the PE and Sport Premium Action Plan including the budget allocation.
- To work with colleagues and external partners in developing confidence and skills necessary for the planning and teaching of PESSPA.
- To keep up to date with developments and bring new developments and ideas to the attention of the staff.
- To monitor and evaluate the quality of the teaching and learning of PESSPA as directed by the Headteacher, School Development Plan and Sport Premium Action Plan.
- To ensure pupils have adequate leadership responsibilities through PESSPA (for example, the School Sports Crew)
- To timetable the use of the hall and/or playgrounds and field for the teaching of PESSPA
- To audit, maintain and replace PE equipment.
- To attend relevant meetings to support the teaching of PESSPA and involvement in the LLG and Wigan schools' competition calendars.