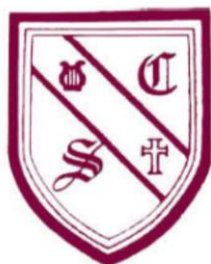


St. Cecilia's Catholic Primary School

“With Jesus as our guide and walking by our side, we learn to love and love to learn.”



Physical Education, Sport Safety and Physical Activity Policy

November 2025

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Introduction

At St Cecilia's Catholic Primary, we are committed to providing a high-quality, inclusive, and engaging programme of Physical Education, School Sport, and Physical Activity (PESSPA) for all pupils. This policy is aligned with the National Curriculum requirements. We recognise the vital role that physical activity plays in supporting not only physical health and development, but also mental wellbeing, social skills, and academic achievement. Our approach is rooted in the belief that every child deserves the opportunity to develop physical competence, confidence, and a lifelong enjoyment of physical activity, regardless of background or ability. We aim to foster an environment where all pupils can thrive, develop resilience, and experience the many benefits of being active.

Aims of the PESSPA Programme

Our PESSPA provision is designed to enable all pupils to:

- Develop physical competence, confidence, and enjoyment in a broad range of physical activities.
- Experience and value the benefits of regular physical activity for lifelong health and wellbeing.
- Acquire and refine skills in teamwork, communication, leadership, and resilience.
- Foster positive attitudes towards challenge, fair play, and respect for others.
- Support their physical, social, and emotional health, contributing to their overall personal development.
- Access opportunities to participate in competitive sport and physical activity, both within and beyond the school.
- Promote whole child development, ensuring PE contributes to physical cognitive, social and emotional growth. This aligns with the Whole School, Whole Community, Whole Child (WSCC) framework and Ofsted's pillars of progression

Curriculum implementation

Our PE curriculum is designed to be broad, balanced, and inclusive, reflecting the requirements of the National Curriculum (2014) and the needs of our pupils. The intent

is to ensure progression and continuity from Early Years through to Key Stage 2, with clear learning objectives and opportunities for all pupils to achieve their best. The curriculum promotes physical literacy, skill development, and understanding of healthy lifestyles, while fostering enjoyment, creativity, and resilience.

Detail for EYFS - Planned activities that offer appropriate challenge indoor and outdoor spaces. Time to explore and develop alongside a range of equipment, introduction to the language of movement.

Detail for KS1 - Children are timetabled for a minimum of one hour of Physical Education a week, aiming for two hours per week. The timetable includes that KS1 children will take part in an hour session weather dependent either indoors or outdoors. Children will follow the long term planning outlined below to build skills, physical literacy and fitness.

Detail for KS2 - The curriculum is widened to athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming. All pupils are timetabled to take part in up to two hours of high quality curriculum physical activity per week across St Cecilia's Catholic Primary. Daily activity is planned to improve fitness and participation. Lessons are split into two one-hour sessions following the long term planning shown below.

Planning the Physical Education Programme

At St Cecilia's Catholic Primary we buy in and use GetSet4PE to plan, provide and assess high quality Physical Education for all. We provide a well-structured programme of activities across all key stages, including:

- Games (invasion, net/wall, striking and fielding)
- Dance
- Gymnastics
- Athletics
- Swimming and water safety (Key Stage 2)

2025/2026						
	TERM 1		TERM 2		TERM 3	
Nursery	Introduction to PE : Unit 1	Fundamentals : Unit 1	Dance : Unit 1	Ball Skills : Unit 1	Gymnastics : Unit 1	Games : Unit 1
Reception	Introduction to PE : Unit 2	Fundamentals : Unit 2	Dance : Unit 2	Ball Skills : Unit 2	Gymnastics : Unit 2	Games : Unit 2
Year 1	Dance	Fundamentals	Athletics	Target Games	Sending and Receiving	Net and Wall Games
	Gymnastics	Invasion Games	Yoga	Fitness	Striking and Fielding Games	Ball Skills
Year 2	Dance	Fundamentals	Athletics	Target Games	Sending and Receiving	Net and Wall Games
	Gymnastics	Invasion Games	Yoga	Fitness	Striking and Fielding Games	Ball Skills
Year 3	Basketball	Athletics	Rugby	Cricket	Dance	Golf
	Yoga	Gymnastics	OAA	Athletics	Tennis	Rounders
Year 4	Netball	Athletics	Hockey	Athletics	Dance	Golf
	Gymnastics	Yoga	Swimming	Swimming	Tennis	Rounders
Year 5	Basketball	Athletics	Rugby	Cricket	Dance	Golf
	Swimming	Football	OAA	Athletics	Tennis	Rounders
Year 6	Gymnastics	Athletics	Yoga	Athletics	Dance	Golf
	Netball	Football	Hockey	Dance	Tennis	Rounders

Curriculum maps and long-term plans ensure coverage of all statutory content and progression of skills. Planning is informed by formative assessment, pupil needs, and current best practice. Adaptations are made to ensure all pupils, including those with SEND, can access and benefit from the curriculum. Safe practices are embedded in the learning process and implemented in every lesson. Learning objectives are made clear to pupils in the beginning of each lesson and revisited throughout. Children are then assessed against the success criteria provided by the scheme, GetSet4PE. Each lesson includes a ready and retrieval, develop and apply and reflect and review component.

Swimming and water safety

Swimming and water safety are statutory elements of the PE National Curriculum at Key Stage 2. All pupils are provided with swimming instruction, with the aim that every child can:

- Swim competently, confidently, and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively (e.g., front crawl, backstroke, breaststroke).
- Perform safe self-rescue in different water-based situations.

Swimming attainment is recorded and reported annually, in line with DfE requirements. Additional support is provided for pupils who have not met the expected standard by the end of Key Stage 2.

Swimming and water safety

Swimming takes place at Wavertree Aquatic Centre. Lessons are planned and delivered by School Improvement Liverpool and class teachers are strongly encouraged to support the sessions. Our school agrees with and abides by the rules and policies set out by School Improvement Liverpool. This will be shared with parents prior to the commencement of swimming lessons for each child. Instructors provide pupil assessments at the end of the block of lessons 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 National Curriculum expectation.

Time allocation

We allocate a minimum of one to two hours of timetabled PE per week for all pupils, in line with DfE recommendations. A timetable of Physical Education for both the Infants and Juniors is uploaded to the website every half term and posted on school social media. In addition, we provide further opportunities for physical activity through active breaks, extracurricular clubs, enrichment activities, and initiatives such as The Daily Mile. We encourage active travel to and from school and promote physical activity throughout the school day. Time allocated for PE is not routinely sacrificed to provide additional interventions or help for pupils.

Pedagogy

Our teaching is underpinned by evidence-based approaches that promote active learning, engagement, and progression. Teachers use a range of strategies, including:

- Clear learning objectives and success criteria.
- Differentiation to meet diverse needs and abilities.
- Use of demonstrations, modelling, and peer coaching.
- Encouragement of creativity, problem-solving, and decision-making.
- Positive reinforcement and constructive feedback.
- Opportunities for reflection and self-assessment.

Lessons are planned to be inclusive, safe, and enjoyable, with a focus on developing both physical skills and wider personal qualities.

“ Teachers will model correct movement patterns and provide clear expectations using subject specific vocabulary. Pupils will be encouraged to verbalise and demonstrate their understanding during practice.”

Assessment, Recording and reporting.

Assessment in PE is ongoing and informs planning, progression, and reporting. Summative assessment is recorded on GetSet4PE against the provided success criteria. We use a combination of formative (ongoing) and summative (end-of-unit or term) assessment methods, including:

- Observation of practical performance
- Post Assessments against the success criteria and recorded on GetSet4PE.
- Pupil self- and peer-assessment.
- Skills checklists and progression grids.
- Recording of participation and achievement in extracurricular activities.
- Report annually on swimming attainment and the impact of PE and Sport Premium funding.

Staff will use targeted questioning and observation to assess pupils' progress and provide immediate feedback to correct errors before they become embedded.

At the end of each unit pupils performance will be assessed against clear criteria, including technical accuracy, application of tactics and ability to explain key concepts

We record pupils' progress to track how they are doing against the national expectations. All pupils are tracked through GetSet4PE and parents will be informed through parents evening and end of year reports.

Monitoring standards of teaching and learning

We value and promote pupil leadership within PESSPA, offering opportunities such as:

- Sports leaders and playground leaders.
- Organisation of intra-school competitions and events.

The PE Lead will follow a monitoring cycle throughout the academic year to ensure the standard of teaching and learning is maintained. Pupil voice is gathered through surveys, focus groups, and informal feedback, and is used to shape curriculum planning, club provision, and the wider PESSPA offer.

Staff voice is also conducted through focus groups, questionnaires to provide feedback on staff confidence and areas needing CPD.

The PE Lead will follow a monitoring cycle throughout the academic year to ensure the standard of teaching and learning is maintained. A monitoring cycle includes pupil voice, staff voice, lesson observations, monitoring of inclusion, record keeping of participation in extracurricular activities and external competitions.

Extracurricular activities

We offer a range of extracurricular clubs and activities before, during, and after school, including:

- Sports clubs (e.g., football, netball, athletics, cricket, dance).
- Lunchtime and after-school clubs for different age groups and abilities.
- Intra-school competitions (within school) and inter-school competitions (against other schools).

We encourage all pupils to participate, with targeted support for those less active or underrepresented in sport. Participation is monitored and celebrated through assemblies, newsletters, and social media. Balanced opportunities are provided for all children, character and values of physical education are embedded throughout.

Daily physical activity

We integrate physical activity throughout the school day to reduce sedentary behaviour and promote wellbeing. Examples include:

- The Daily Mile or similar initiatives, where pupils walk, jog, or run for 10 minutes every Friday.
- FUN FIT Friday's
- Active breaks and brain breaks during lessons.
- Promotion of active travel (walking, cycling, scooting) to and from school. These initiatives are designed to be inclusive and accessible to all pupils. Storage for bikes and scooters is available in school.

Active lunchtimes

We provide structured opportunities for physical activity during lunchtimes and playtimes, such as:

- Playground games and equipment.
- Organised sports and activities led by staff or pupil leaders.
- Structured zones for different types of play.

Staff and pupil leaders are trained to facilitate safe, inclusive, and enjoyable activities, ensuring all pupils have the opportunity to be active.

Primary Activity Leaders

A chosen group of 16 Year 5 pupils undertook training to become Young Play Leaders, provided by LSSP. They are placed into a rota to attend Year 1 and Year 2 lunchtimes to support positive play, healthy competition and improved social skills for younger year groups.

Staff development

Ensure all staff have the knowledge and confidence to deliver safe, inclusive, high quality PE. We are committed to the ongoing professional development of all staff involved in PESSPA. This includes:

- Regular CPD opportunities, both in-house and through external providers, focusing on subject knowledge, pedagogy, inclusion, and health and safety.
- Access to afPE and LSSP resources, as well as local authority and national training events.
- Use of qualified coaches to enhance provision.
- Safe Practice training - Annual health and safety refresher, including risk assessment and concussion.

All staff and external providers must hold up-to-date DBS clearance and receive regular safeguarding updates in line with Keeping Children Safe in Education (KCSIE).

Leadership and Governance

Governing Body:

The Governing Body is responsible for ensuring statutory compliance, monitoring the impact of PESSPA provision, and supporting the allocation of resources, including PE and Sport Premium funding.

Headteacher:

The Headteacher provides strategic leadership, ensuring that PESSPA is prioritised within the school's curriculum and development plans. The Headteacher is accountable for health and safety, safeguarding, and the overall quality of provision.

PE Subject Leader:

The PE Subject Leader is responsible for the day-to-day leadership of PESSPA, including curriculum planning, staff support, monitoring standards, and coordinating extracurricular activities. They liaise with external agencies, manage resources, and ensure compliance with statutory and best practice requirements. The allocation of resources, including PE and Sport Premium funding and evaluate the impact of it.

Teaching Staff:

All teachers are responsible for delivering high-quality, inclusive PE lessons, promoting active lifestyles, and supporting extracurricular activities. They are expected to model positive attitudes towards physical activity and ensure safe practice at all times.

Support Staff:

Support staff assist in the delivery of PESSPA, provide additional support for pupils with SEND, and help maintain a safe environment.

External Coaches and Volunteers:

All external coaches and volunteers must be appropriately qualified, DBS-checked, and inducted in school policies, including safeguarding and health and safety. They work under the supervision of school staff and are expected to uphold the school's values and standards.

Equality, diversity and inclusion

We are committed to ensuring that all pupils, regardless of gender, ability, disability, ethnicity, religion, or socio-economic background, can access, participate fully and enjoy PESSPA. This includes:

- Making reasonable adjustments for pupils with SEND and those with protected characteristics, in line with the Equality Act 2010.

- Differentiating activities and providing additional support where needed.
- Language and communication using visual aids and simplified instructions for EAL learners.
- Adapting kit requirements to respect religious and cultural practices, while maintaining safety.
- Promoting positive role models and challenging stereotypes.

We monitor participation and attainment data to identify and address any barriers to inclusion.

Health and safety

At St Cecilia's Catholic Primary we ensure all PESSPA activities comply with national guidance and emergency procedures. We are committed to ensuring the health, safety, and welfare of all pupils, staff, and visitors involved in PESSPA. Our practice is guided by:

- afPE Safe Practice in Physical Education, School Sport and Physical Activity (2020 Edition).
- DfE Health and Safety: Advice for Schools.
- School-specific health and safety policies and procedures.

Staff are trained to use equipment and facilities safely, conduct checks, and model safe behaviour. Pupils are taught to understand and manage risks, follow instructions, and use equipment responsibly.

Risk assessment/ managing risk.

Risk assessments are completed and reviewed for all PESSPA activities, including lessons, clubs, trips, and competitions. This includes:

- Identification of potential hazards.
- Implementation of control measures to minimise risk.
- Emergency procedures and first aid arrangements.
- Pre-activity checks, teachers inspect equipment before use.
- In extreme weather conditions, activities will be modified to suit the weather and facilities.

- Consideration of individual pupil needs, including medical conditions and SEND.

Risk assessments are shared with relevant staff and updated in response to incidents, changes in guidance, or new activities. Risk assessments for off-site activities are submitted to the Local Authority through EVOLVE.

Concussion

We follow current concussion protocols as outlined by afPE and the DfE. All staff are trained to recognise the signs and symptoms of concussion and other head injuries. In the event of a suspected concussion:

- The pupil is removed from activity immediately and assessed.
- Seek professional assessments as soon as possible.
- Parents/carers are informed and advised to seek medical attention.
- Return to play follows a graduated protocol, with medical clearance as appropriate.

All injuries are recorded and reported in line with school procedures.

Concussion is a serious brain injury resulting in a disturbance of brain function. It affects the way students think, feel and remember things. All staff should be aware of concussion protocol. It is caused by a direct blow to the head but can occur when knocks to other body parts result in rapid movement of the head. No student should return to physical activity within 24 hours of suspected concussion.

Personal Protective Equipment - PPE

Goal - ensure pupils and staff use appropriate protective equipment safely. Where required, appropriate personal protective equipment (PPE) must be provided and maintained for relevant activities (e.g., shin pads for football, mouthguards for hockey) in line with NGB guidelines. Staff ensure that PPE is used correctly and is fit for purpose. Pupils and parents are informed of PPE requirements in advance through consent form or arbour.

Physical contact

Physical contact in PESSPA is sometimes necessary for instruction, support, or safety. Staff are trained to ensure that any contact is appropriate, proportionate, and in line

with safeguarding guidance. All staff and external providers receive regular safeguarding training and are expected to follow the school's safeguarding and child protection policies. Physical contact will be explained as to why it is necessary and seek pupil consent where appropriate. The use of verbal cues will come before any corrective touch

Weather conditions

Students should be kept comfortable and safe during outdoor activities, additional layers may be needed during colder months. Activities are adapted or postponed in extreme weather conditions (e.g., heat, cold, rain, snow, high winds) to ensure safety. Staff promote sun safety (e.g., use of hats, sunscreen, hydration) and ensure pupils are appropriately dressed for the weather. Indoor alternatives are provided where necessary.

PESSPA clothing and footwear

Pupils are required to wear appropriate kit for all PESSPA activities, as specified by the school. This typically includes:

- T-shirt or polo shirt (in school colours)
- School PE hoodie
- Shorts or tracksuit bottoms
- Trainers or plimsolls (indoor/outdoor as appropriate)
- Additional items for specific activities (e.g., swimming costume, towel, goggles, swimming hat)
- Weather adaptations hats and sun protection in hot weather; thermal layers or school tracksuits for cold weather.

Kit requirements are communicated clearly to parents/carers and are designed to be accessible and affordable. Reasonable adjustments are made for pupils with SEND or for religious/cultural reasons, ensuring safety is maintained.

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

Staff are expected to wear suitable clothing and footwear for the safe and effective delivery of PESSPA. This includes appropriate clothing and trainers, and any additional items required for specific activities. Staff model appropriate dress and behaviour for pupils.

Personal effects, including jewellery and cultural or religious adornments.

In line with afPE guidance, all jewellery and personal effects (including watches, earrings, and cultural or religious adornments) must be removed or made safe before participating in PESSPA activities. Where removal is not possible for religious or cultural reasons, risk assessments are conducted and adaptations are implemented to ensure safety if possible. Hair longer than shoulder length must be tied up with a bobble, avoid using claw clips.

Changing provision

Children are to attend school in their PE Kit on their given PE days to avoid the requirement of changing in school. However, if necessary safe, supervised changing areas are provided for all pupils, with arrangements that respect privacy and dignity. Staff supervision is appropriate to the age and needs of pupils, and safeguarding procedures are followed at all times. Alternative arrangements are made for pupils requiring additional support or privacy.

Equipment and resources

All PESSPA equipment is regularly checked, maintained, and stored safely. Staff are responsible for reporting any damage or concerns to the PE Subject Leader or site manager. Equipment is selected to be appropriate for the age, size, and ability of pupils, and is used in accordance with manufacturer's instructions and safety guidance. PESSPA equipment is stored in the playgroup storage containers, with few exceptions kept in the hall. Pupils are asked to look after resources and return items tidily safely under supervision.

The PE and Sports premium funding

PE and Sports premium is a government grant for primary schools since 2013 to improve PE. For primary schools, PE and Sport Premium funding is used to enhance the

quality and breadth of PESSPA provision. Spending is aligned with DfE guidance and focuses on:

- Increasing participation in physical activity.
- Improving the quality of teaching and learning.
- Developing staff expertise through CPD.
- Expanding extracurricular and competitive opportunities.
- Supporting inclusion and targeted interventions.

An annual report on PE and Sport Premium spending and impact is published on the school website, in line with statutory requirements.

Policy Review

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

Policy agreed by

Staff: Beth Price

Date: 8/12/25

Headteacher: Suzanne Hurst

Date: 8/12/25

Governor:

Date:

Next Review Date: January 2027