

POLICY TITLE: Physical Education, School Sport and Physical Activity Policy (PESSPA)



STATUS: Non-Statutory

DATE OF REVIEW: September 2025

1. Introduction

1.1 Our intention at The Latimer Arts College is to ensure that PESSPA is experienced regularly, in a safe and supportive environment, as it is a unique and vital contributor to a student's physical development and well-being. PESSPA is the only subject whose primary focus is on the body; it uniquely addresses the physical development aim of the curriculum and makes a significant contribution to the spiritual, moral, social and cultural development of young people. Through The Latimer Arts College's high quality physical education programme, our students will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

2. Aims

2.1 The School's aims for PESSPA are for our students to:

- Participate and 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.

3. Implementation - Curriculum

3.1 All students are entitled to a progressive and comprehensive physical education programme that embraces the national curriculum and takes into account individual interests and needs.

3.2 Our curriculum will provide activities to promote a broad base of movement knowledge and skills, 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 will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being. It is inclusive, and every student has equal access irrespective of their age, gender and cultural or ethnic background.

3.3 The School provides all students with their entitlement of at least two hours of high quality physical education a week.

4. Implementation – Out of School Hours Learning (OSHL)

4.1 The aims of the OSHL programme are to **extend** and **enrich** the work being done during curriculum PESSPA and to provide some students with opportunities to **enable** them to develop the skills they need to access curriculum PESSPA. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

4.2 At The Latimer Arts College, all OSHL opportunities are developed in consultation with students, and the programme will:

- Provide a balance of competitive and non-competitive activities through intra- and inter-school events
- Provide specific movement/general physical activity clubs, which develop health and fitness
- Ensure that every student is offered the opportunity to attend a minimum of one OSHL activity each week
- Ensure that the School regularly participates in school sport partnership (SSP) and county-wide events that promote competitive opportunities and physical activity

5. Curriculum Planning – Planning and Preparing the Physical Education Programme

5.1 All our PESSPA lessons will be planned and structured to contribute to safe learning situations.

5.2 At The Latimer Arts College, class teachers teach PESSPA not only to develop and maintain students' skills and understanding of the subject but also because the teachers know their students' personal, social and health needs, and make appropriate cross-curricular links wherever possible.

5.3 Teachers will plan the learning objectives and outcomes to suit the needs of the particular class, and these are made clear to students. It is important that explicit learning about safety is referenced on the plans where appropriate and teachers will monitor students' understanding of safe-practice principles and ability to apply them effectively. The PE staff also conduct risk assessments, and plan differentiated learning tasks.

5.4 Each lesson will include a warm-up and cool-down relevant to the main activity and learning environment/weather conditions. All students will be physically active for sustained periods of time in every lesson.

5.5 Progressively, students will 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.

6. Leadership and Management

6.1 The Progress Leader is responsible to the Principal and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and School Improvement Plan
- Attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for staff
- Monitoring classroom practice and planning, identifying needs for continuing professional learning to ensure high quality delivery
- Making all resources available to all staff, including the health and safety policy, schemes of work, assessment materials and resources to support learning
- Carrying out risk assessments in line with School procedures
- Extending relationships and contacts beyond the School and in the local community

7. Staff Development

7.1 Appropriate professional development for all staff will ensure secure PESSPA subject knowledge, consistency and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught in PESSPA.

8. Equal Opportunities and Inclusion

8.1 Every student has equal access to national curriculum PESSPA. At The Latimer Arts College, learning experiences are differentiated to meet the specific needs of individuals and groups of students, including those who have SEND and those who have English as an additional language.

8.2 Lesson planning, delivery and assessment aim to ensure that students are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

8.3 PESSPA at The Latimer Arts College will comply with the three basic principles for inclusion in that it will:

- set suitable learning challenges
- respond to students' diverse learning needs
- strive to overcome potential barriers to learning and assessment for individuals and groups of students.

9. Safe Teaching

9.1 The Latimer Arts College follows the PESSPA guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PESSPA and should be referred to regarding any aspect of health and safety.

9.2 A copy of the current edition of the afPE Safe Practice in PESSPA is located in the staff workroom.

10. Risk Assessment and Managing Risk

10.1 Good teaching and therefore safe teaching in PESSPA are achieved where a balance between appropriate challenge and acceptable risk is maintained and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies.

10.2 Where this process reveals a risk that cannot be sufficiently managed, then the planning will be reviewed.

10.3 Risk assessments will be routinely reviewed with the support of the School's external Health and Safety advisory service.

11. Support Staff

11.1 Additional support staff may be used during curriculum and non-curriculum time in order to:

- support the delivery of high quality PESSPA
- enrich or enhance an activity students are undertaking
- provide training opportunities for staff linked to PESSPA and sport premium key indicator 3
- provide additional opportunities for OSHL

11.2 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 PESSPA are in line with current statutory requirements and recommended good practice.

11.3 No ASL will 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.

12. External Sports Coaches

12.1 The Principal will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches.

12.2 The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the students.

13. PESSPA Kit

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

13.2 Indoor and Outdoor Clothing

Students should wear P.E. kit which includes black shorts, red polo top, red football socks/trainer socks. Students can opt for a rugby top for outdoors and are permitted to wear tracksuit bottoms/top outside also. Leggings are also permitted for girls in Years 8-11. Trainers should be worn for all lessons excepting boots for football/rugby lessons or for use on the 4G pitch. Students may go barefoot in gymnastic lessons. Shin pads are strongly advised in football, futsal and hockey and mouth guards are strongly advised in rugby lessons.

13.3 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.

13.4 In hot weather, protection from the sun is advisable; therefore, children can wear caps and loose, light clothing. Parents and carers will be advised to provide sun cream protection for their children to apply.

13.5 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.

13.6 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.

14. Personal effects, including jewellery and cultural or religious adornments

14.1 Personal effects, such as jewellery, religious artefacts and watches should be removed to establish a safe working environment.

14.2 Ongoing risk assessment needs to determine what action will be appropriate. Staff will always try to avoid complete exclusion from a lesson due to a student being unable to remove personal effects.

14.3 Disclaimers from parents and carers 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.

15. Changing Provision

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

16. Equipment and Resources

16.1 The majority of PESSPA equipment is stored in the Sports Centre. The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of students in order to enhance learning.

16.2 Students 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

16.3 All other resources are located in the staff workroom or with the PE Progress Leader.

16.4 Any damage, breakage or loss of resources should be reported to the PE Progress Leader as soon as possible. Any piece of apparatus where damage is observed that could cause injury must be isolated from used and reported. No groups or individuals will be able to access the resource until such time as it is made safe.

Links to other documents:

Health and Safety Policy

Behaviour for Learning, including Anti-Bullying Policy