



Willingham Primary School and Honey Pot Pre-School

Physical Education, School Sport and Physical Activity Policy (PESSPA) April 2026

Policy Reviewed Date	April 2026
Next Review Date	Spring 2027

Introduction

At Willingham Primary School, we work to provide all pupils with the knowledge, experiences and confidence they need to excel at secondary school and so that they can make the choices, now and in the future, to have a happy, fulfilling life.

We see high-quality Physical Education, School Sport and Physical Activity (PESSPA) as a key component in achieving this aim.



This policy is designed to ensure that all stakeholders understand how our curriculum for PESSPA is designed, implemented and reviewed.

Aims

We aim to develop children's knowledge and abilities so that they will:

- Be physically active and find enjoyment in physical activity through a wide range of physical activities that provide appropriate challenge with acceptable risk
- Find a lasting sense of purpose, achievement and fulfilment in physical activity to promote a healthy lifestyle while at school and throughout life.
- Develop positive attitudes to physical endeavour, including perseverance, fair play, cooperation and sporting behaviour and the ability to cope with success and failure
- Learn how physical exercise affects the body
- Understand the need for safe practice in physical activities and know how to achieve this.
- To develop and promote the school values of 'hard work', 'integrity' and 'kindness'
- To support the school's drivers of 'equitable success', 'improvement' and 'active participation'

Intent Statement (PE):

Our school aims to inspire all children to develop a love of physical activity and sport. We aim to provide our children with the knowledge and skills to participate competitively with confidence, competence and resilience in any sport across a range of disciplines. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices at secondary school and beyond.

Curriculum

The PESSPA curriculum at Willingham Primary School is made up of both formal Physical Education (PE) lessons, participation in , active playtimes (including use of the purpose built running track), Sports Clubs and both intra and inter-school sport.

The P.E. curriculum is organised into six different subject areas to be covered fully across each Key Stage according to the National Curriculum guidelines. Each of the subject areas will be covered in each year taking into account continuity and progression across the Key Stage. The whole school will cover games, gymnastics, dance, athletics, swimming, outdoor adventurous activities and a unit on suitable playground games.

Long term planning for the whole school is a two-year cycle, based on the Get Set 4PE scheme, covering all areas in the National Curriculum guidelines. The schemes of work provide continuity and progression throughout the school, with lesson plans for each unit available for teachers to then adapt and develop where needed.

Time allocation

At Willingham Primary School, PESSPA is delivered throughout the whole day and includes formal, PE lessons and active playtimes. Each child will participate in at least one hour of PESSPA each day and will have two formal P.E. curriculum lessons each week. PESSPA is rarely cancelled but may be re-located or re-scheduled if the weather is inclement.

Lesson Structure

P.E. lessons should be taught in three phases;



1. Begin with a clear warm up, raising the heart-rate and stretching out muscles in preparation for the lesson. Activities should usually relate to the lesson to be taught.
2. The main lesson, with a clear learning objective and focus related to the relevant curricular unit.
3. Conclude with a cool down activity designed to lower the heart rate and stretch all muscles, but especially those primarily used.

The GetSet4PE Schemes of work are developed to ensure a broad and balanced approach to P.E. and ensures that pupils have experience and practice of a wide variety of physical activities and sports. The scheme is organised into blocked units and provides age-appropriate learning that is progressive and aspirational.

Lessons within each block should be adapted by individual teachers (where needed) to match the needs of their pupils using the STEP support document. However, fidelity to the scheme must be maintained to ensure that pupils have equity of opportunity. Significant deviation from the Long - Term plans, must be discussed and agreed with the P.E. Co-ordinator and the relevant Phase Leader before being implemented.

Early Years Foundation Stage

The Early Years Foundation Stage will use the GetSet4PE Schemes for PE Lessons as well as following the physical development education as laid out in the Early Years Framework and WPS progression document. This forms part of a wider curriculum that encompasses both fine and gross motor skills development.

Resources

A wide range of resources are available to support the curriculum, including gymnastics and climbing apparatus, games and swimming equipment, athletics and sports day activities.

These are centrally stored in two cupboards in the new hall with swimming equipment stored in the changing room building next to the pool.

All teachers have access to the GetSet4PE Schemes of work and further resources are available from the PE Coordinator.

Risk Assessment and Health and Safety

Good PESSPA is achieved when a balance between appropriate challenge and acceptable risk is maintained and the likelihood of injury occurring is minimised.

Willingham Primary School follows guidance provided by the Association for Physical Education (AfPE), including in the formation of this policy. An up-to-date copy of the AfPE *Safe practice in PESSPA* guidance can be obtained from the P.E. Co-ordinator.

The following personal safety guidelines should be observed during P.E. lessons:

1. Teachers should be dressed appropriately when taking P.E.
2. Children should change for P.E. into clothing appropriate for the activity at hand. No plimsolls or trainers are permitted during apparatus lessons, except for medical reasons.
3. Plimsolls should not be worn for outdoor PE as these do not provide adequate protection and support.



4. Weather appropriate clothing must be worn when doing P.E. outside.
5. All jewellery, including watches, rings, and earrings, should be removed before the commencement of the lesson. It is not recommended that tape is put over earrings. If they cannot be removed, staff need to take action to try to make the situation safe. If safety is likely to be compromised, the individual pupil(s) concerned should not actively participate in activities where risk is raised. This includes activities run by coaches and third parties if the school organised the activity.
 - **Low risk** is where children can work and be secure in their own personal space. This could be warming up, skills practices, observing and analysing, officiating, coaching.
 - **Higher risk** is where that personal space could be compromised ... this could be by other participants or by equipment.
6. All long hair should be tied back.

Children should be made aware of the following equipment safety guidelines:

1. The safe assembly, use and movement of all equipment within the lesson.
2. The appropriate types of activities associated with specific apparatus and equipment, and the reasons for this safe practice.
3. An immediate stop signal for use during all P.E. lessons including swimming.
(3 Short Whistles)

Where children do not have a suitable P.E. kit for a lesson, the school will endeavour to provide a one-off kit to borrow. Where this becomes a persistent issue, the class teacher will contact the parents/carers to discuss. Where family circumstances mean that there are barriers to a pupil accessing appropriate kit, the school may provide this for a pupil. The Pupil Premium Grant may be used to finance this.

Inclusion

Willingham will provide a physical environment and resources to encourage all pupils to engage and participate in PESSPA activities, whilst at the same time respecting and valuing one another's individual differences. The P.E. curriculum is structured to provide equality of access and opportunity for all pupils regardless of background, gender or ability.

Changing Provision

Willingham Primary School aims to ensure dignity, decency and privacy for pupils, be it for reasons of physical development or other individual needs.

As the school lacks purpose built changing rooms for normal PE lessons, when changing for PESSPA, EYFS, KS1 and lower KS2 pupils will change together in their classrooms. Upper KS2 pupils will change in separate areas. Staff will remain present to ensure that children are always safe.

At Willingham Primary School there are separate, purpose-built changing rooms for swimming lessons. Pupils from Year 1 upwards will use these to get changed for swimming lessons.

External coaches and extra-curricular sports clubs

The school may utilise external providers to help delivery of the PE curriculum. Any external providers working within Willingham Primary School will adhere to the school policies, core of conduct and uphold the school's values and ethos. Where it is felt that individual coaches are not



providing a high-enough standard of lesson, the school will work with the providing company initially to try and address this. Should the standards not improve, the school will either request for the coach to be replaced or cancel the contract with the provider.

Where sports clubs are run by adults not directly employed by Willingham Primary School, they will be required to provide risk assessments and evidence of their own first-aid training. They will be required to participate in the WPS helper induction training, which includes safeguarding, child protection and whistle-blowing procedures; provision of the school's policies in these areas will also be made.

Swimming – see separate swimming policy.

Assessment and Recording

Monitoring, assessment and recording of achievement in P.E. will be an ongoing process. It will help teachers to reflect on and inform their planning and raise pupil attainment. Formative assessment is used to determine what each child has learned and what should be the next stage in their learning.

Recording of pupil progress on individual record sheets, completed at the end of each year, are used to monitor their progress and achievement and will focus on:

- Control, co-ordination and mobility
- Skill and confidence in a range of physical activities
- Awareness of physical capabilities of the body
- Co-operative skills

