



**Bailey Green
Primary and Nursery
School
Together with
Bailey's Butterflies
May 2026**

PESSPA POLICY

Physical Education, School Sport & Physical Activity Policy

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PESSPA Policy

DEFINITION

*'A high-quality **physical education** curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.'* DfE National Curriculum - Physical Education – KS1 and KS2.

RATIONALE

The overall rationale of the P.E. curriculum including Physical Activity at Bailey Green Primary and Nursery School is the integrated physical, motor, personal, social, aesthetic and creative development of each individual child. To enable them to develop the skills and competencies required to participate in worthwhile physical activities, promoting growth and physical development as well as physical literacy. Establishing positive attitudes towards health and exercise and promoting self esteem through physical confidence. Children should be given the opportunities to experience success and thereby encourage them to develop a positive attitude to physical activity. This in turn may lead to lifelong participation in some form of physical activity, sport or recreation.

Physical education and Physical Activity develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of sporting activities. These include dance, games, gymnastics, swimming and water safety, athletics, multi skills and outdoor and adventurous activities. Physical Education is the premise to understanding the importance of physical activity, through a wide range of opportunities alongside physical literacy teaching and modelling. Now more than ever, physical activity and physical literacy is becoming more and more significant!

The theory is that by blending different areas, such as the physical competence of a skill set, the confidence to want to use it, the motivation to want to use it, the knowledge of the activity, rules, tactics, how to be healthy etc., and the understanding of when and how to use it, we begin to develop a value and a love for being physically active throughout our lives.

AIMS

- To develop the necessary physical skills and competencies in a range of physical activities.
- To develop an understanding of the importance of regular physical exercise in maintaining a healthy lifestyle.
- To develop the capacity to maintain and to persevere to achieve success; stamina.
- To develop and foster self-confidence and self-esteem through the acquisition of physical competence.

- To incorporate physical literacy into our P.E. curriculum, by educating children about physical competence of a skill set, the confidence to want to use it, the motivation to want to use it, the knowledge of the activity, rules, tactics, how to be healthy etc., and the understanding of when and how to use it and begin to develop a value and a love for being physically active throughout their lives.
- To promote physical development i.e. of movement, co-ordination and the acquisition of motor skills.
- To develop personal and social qualities, appreciating the concepts of fair-play, good sportsmanship, respect for rules and understanding the capabilities of oneself and others.
- To develop the ability to plan, organise, compose and express ideas in sequences of action in physical activities.
- To develop the capacity to problem-solve, evaluate and appreciate skilful and creative performance.
- To provide equality of access and opportunity for every individual.

Physical Activity involves thinking, selecting and applying skills and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable children to make informed choices about physical activity throughout their lives.

- We promote physical activity in school through at least two hours structured exercise each week in and outside of the school curriculum. 30 Minutes weekly for Bailey's Butterflies.
- We encourage children whenever possible to walk or cycle to school, under safe conditions and have adopted the Travel Tracker as a means of assessment.
- We ensure playtimes are active by providing a wide range of small and large equipment for the children. Structured team games are planned into break and lunchtimes.
- A golf putting green has been installed to run alongside our, already varied sport offer.
- An outdoor gym will be completed and ready for use by KS2 children in Summer term.
- We encourage Teachers and TAs to take part in active sport during P.E. lessons as well as out of school clubs.
- We include all children who attend after school club to take part in a structured programme of activity organised by Mr Harrison our P.E. Coach.
- We have a whole school approach to the 'Active Mile' and partake in this across the school week. We also take part in initiatives which promote walking as an effective form of physical activity, such as Active Mile organised by the Local Authority.
- We follow the whole school programme of 'Travel Tracker'. This allows teachers to track children's journey to and from school, encouraging walking, cycling, scootering etc. Individual children's journeys are logged in each class, thus creating a competitive approach by checking scores and competing against other classes.

An extension to the KS1 playground has been completed, offering more space for children and up-levering the activities and resources available for children's use.

PURPOSE

The objectives of teaching P.E. and promoting Physical Activity and Physical Literacy in our school are:

- To enable children to develop and explore physical skills with increasing control and coordination.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To enable children to evaluate their own and others' performance and improve their quality and control as a result.
- To encourage children to work and play with others in a range of group situations.
- To develop children's knowledge and understanding of different sports and games, and apply rules and conventions when taking part.
- To teach children to recognise and describe how their bodies feel during exercise.

Within our school we:

- Ensure all activities are age appropriate for all pupils.
- Not all children have the same physical skills – differentiation is important.
- Revisit work that didn't get finished, or that pupils didn't grasp the first time around.
- Where possible, include some ownership on the pupil as well as some problem solving opportunities – discussions and demonstrations throughout all physical activity opportunities.
- During team based games, ensure pupils feel comfortable and confident in their team and surrounding.
- Ensure all activities are well planned and resourced. We know poor or disorganised experiences during physical activity can negatively impact a child and leave them feeling unable to relate to the subject in the future.
- Most of all, the children need to have FUN!

In 2019 the Government published the School Sport and Activity Action Plan (SSP), which is aimed at providing pupils with increased opportunities to play sport and participate in physical exercise at school.

On 19th July 2023 the Department for Education, The Rt. Hon Gillian Keegan and Neil O'Brien MP published a new plan to deliver high quality PE and sport for all pupils. The Government's 2-year School Sport and Activity Action Plan (2023–2025) aimed to ensure 2 hours of weekly PE, with a focus on equal access for girls and boys, supported by over £600 million in Primary PE and Sport Premium funding and £57 million for open facilities, aiming to boost participation.

The UK government provides the Primary PE and Sport Premium as a ring-fenced grant to English primary schools. This funding is allocated to improve the quality of Physical Education (PE), sport, and physical activity for all pupils. The government aims to ensure all primary school children have equal access to high-quality PE and opportunities to participate in a wide range of sports. This funding is intended to support schools in achieving at least 2 hours of quality PE per week and promote at least 60 minutes of daily physical activity for all pupils.

The mandatory digital reporting form for PE and Sport Premium funding in primary schools became mandatory from the 2024-2025. Bailey Green submitted their first digital Sport Premium in Summer 2025.

The planning, reporting, and evaluation template created by the Youth Sport Trust and Association for PE (afPE) is designed to be used in conjunction with the new digital Primary PE and Sport Premium (PESP) tool.

The deadline for publishing the PE and sport premium report on school websites, including the new digital reporting form, is 31st July 2026.

DIFFERENTIATION

In all classes, children have a wide range of physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting open-ended tasks with a variety of results (e.g. timed 80m sprint).
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability, and setting different tasks for each group (e.g. different games).
- Offering support or challenge using another adult in your lesson.
- Providing a range of challenges through the provision of different resources, e.g. different or adapted gymnastics equipment.

OBJECTIVES OF ALL P.E. LESSONS

- Social and personal development.
- Physical and motor development.
- Knowledge and understanding.
- Creative and aesthetic development.
- Development of health-related fitness.
- Development of safety.
- Body confidence
- Maximum participation
- Vigorous exercise
- Stamina and resilience
- Skills acquisition
- Enjoyment and satisfaction

METHODOLOGY – TEACHING STYLES

To effectively deliver the physical education programme it is essential that a variety of teaching styles should be used:

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| Command Style: | Teacher directed. Warm up, cool down and training elements of lessons are likely to be directed by the teacher. |
| Practice Style: | Pupils are allowed to practise taught skills, movements and steps. |
| Reciprocal Style: | Pupils working co-operatively and collaboratively in pairs to assist each other's learning or performance. Clear criteria for outcome given by the teacher. |
| Self Check Style: | Pupils check and attempt to improve their own performance. Criteria given by the teacher. |
| Guided Discovery Style: | Teacher leads pupils step by step through a piece of work with a planned outcome. |
| Divergent Style: | Teacher sets open ended tasks and allows pupils to use their own ideas. This will challenge and equip children to become leaders and thinkers; enabling them to problem solve and communicate effectively. |

OUTLINED SCHEMES/AREAS OF ACTIVITY/ORGANISATION

In KS1 and KS2, objectives and activities are skills based, designed with all children within Bailey Green in mind. Activities are organised into half term robust plans to ensure progressive development and practise of skills are taught over a number of weeks. The progression of all skills are mapped out clearly in our Progression of Skills framework, giving every teacher a clear outline of our intentions in P.E.

PLANNING

When planning, teachers should set high expectations and provide opportunities for ALL pupils to achieve. They plan their approaches to teaching and learning in line with our Progression of Skills framework, so that all pupils can take part and progress in all lessons, given support and challenge.

CHILDREN NOT TAKING PART

If children are not taking part in the P.E. lesson, communication from a parent/carer is required explaining the reasons why participation is not possible. If they do not have a note the teacher should use their own discretion as to whether the pupil is fit enough to

participate. This may mean communicating with the parent/carer to ascertain further information.

If the decision is for the child not to participate in P.E. then they will need to be equipped with an iPad or note pad, so they can observe the lesson and record challenges and successes as well as where they feel further development is required. They could feedback to the class at the end of the lesson (*Peer Assessment*).

OVERCOMING BARRIERS TO LEARNING

A minority of pupils will have particular learning and assessment requirements and if not addressed could create barriers to learning. Planning for pupils must take into account the type and extent of the difficulty experienced by pupils.

TAs will accompany the class teacher in each P.E. lesson to help support/challenge individual needs of children; tasks and equipment will be adapted to accommodate their ability/disability.

Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids they use for their daily life, such as a wheel chair. The teacher must take action, however, in their planning to ensure full and effective participation in line with National Curriculum/Early Years Document and statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of planning. Mr Harrison may be assigned to support particular children outside of their allocated P.E. time, either 1-1 or in a small group; working on given targets from teachers or outside agencies. Teachers should work closely with representatives of other agencies who may be supporting the pupils.

MORE ABLE

More able children can be challenged and skills extended during lessons by being offered more challenging activities on an individual or small group basis, and equipment should be varied to make tasks more difficult. Children can also be identified as P.E. Leaders and demonstrate effective leadership skills.

Children with special talents or interests should be given the opportunity to further develop skills in school clubs and in inter/intra school competitions. Also, more able children should be recommended to area/county/national trials or are encouraged to join local sports clubs to extend their talents.

DIFFERENTIATION

Two main ways of differentiating are through 'task' and 'outcome' learning. Differentiation can occur through lesson content, access, pace, challenge, resources and teacher time.

CROSS-CURRICULAR

Links can be made to other areas of the curriculum e.g. dance and history; environmental issues; communication skills; problem solving; numeric and mathematical skills. Understanding of number and much mathematical vocabulary can be reinforced during P.E. lessons. Use of musical inspirations/interpretations/traditional musical forms, can be used in dance lessons. Promoting a positive attitude to keeping fit and healthy through participation in physical activity and the link with issues raised in PSHE lessons, e.g. promoting healthy lifestyles.

P.E. AND COMPUTING

Computing enhances the teaching of P.E. at all ages. An iPad can record experiences during outdoor activities and in the dance sessions. Music and sound can be incorporated into dance and gymnastic lessons. Additional iPads have been purchased to support all year groups in KS2. Seesaw is used as a method of assessment using the iPad during the first lesson of the term and the final lesson, to measure progress.

SCHOOL SPORT - EXTRA CURRICULAR

We currently take part in the league events for Football and Netball, as well as entering inter schools club competitions and tournaments for sports including: Athletics; Football; Netball; Cross Country; Multi-Skills, Dance, Cricket, Golf and Hockey. We do invite outside agencies to ensure specialist and expertise skills can be passed on to the children.

Extra-curricular clubs exist in a wide variety of sports. The school is involved in regular fixtures (inter sport) against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed. These opportunities foster a sense of team spirit and cooperation amongst our children. Upper KS2 pupils take part in the local cluster sports throughout the year and such as cricket, netball, athletics, hockey and football. We also take part in the annual Cremona Shield football tournament, open to both boys and girls. Children in lower and upper KS2 have the opportunity of taking part in the Dance Festival where they get to perform alongside other schools in a theatre to parents. Mr Harrison our P.E. Coach, is involved in motivating children through morning boot camp sessions, lunchtime cycling clubs and after school sporting opportunities. School is also keen to invite experienced sports people from outside sporting agencies to come in to school and teach the children specialist skills, such as dance, Zumba, gymnastics, football, multi-skills (EYs) and cricket. Staff also get involved with sporting clubs such as Zumba and Yoga. We offer classes to parents so they can work alongside their children in a familiar setting. We also provide opportunities for children and staff to be involved with school sports co-ordinators and other community providers.

RELUCTANT PARTICIPANTS

Through whole staff feedback and pupil voice, we have been able to ascertain children who are 'reluctant participants' in physical activity. This information has been logged by the P.E. leader and measures have been put in place to encourage and motivate these children. Through a varied programme of activities, all children who were previously non-participants in either P.E. or during breakfast/lunchtime/after school sporting

opportunities, are now fully engaged in more than one physical activity. These children are monitored termly. This focus promotes the sustainability of pupil engagement.

ASSESSMENT

Assessment will be a continuous process. It will inform teachers and children about progress and help to identify learned strengths, weaknesses and needs.

Teacher's journals will provide a formative record of the work covered and will be completed through observations and also self and peer evaluation from the children. The learning outcomes in each unit indicate how children will show what they have learnt. P.E. I Can statements have been put in place for every year group, ensuring assessment is pertinent and relevant to their area of study. Evidence is also saved in Seesaw, highlighting learning, progression and skills.

STAFFING

All staff at Bailey Green work collaboratively to ensure the best possible opportunities are available for all children in P.E.

Staff at Bailey's Butterflies take the children to the KS1 hall in the main school and carry out P.E. sessions together, supported by Mr Harrison and teachers/TAs within school.

In KS1, all P.E. lessons are carried out by the class teacher, TAs accompany the class teacher in all P.E. lessons weekly. Assessment for learning, challenge and support are a key part of children's learning and progress.

TRAINING

The P.E. Leader attends regular P.E. Network Meetings and CPD courses to ensure all new initiatives are taken on board and disseminated throughout the whole staff. Teachers can request to attend training sessions run by the Local Authority when they feel the need to extend their knowledge of primary P.E. (CPD) Feedback from courses is shared at whole staff meetings and recorded on the CPD folder in the office. CPD sessions are also booked for whole school development.

INCLUSION

All schools and teachers must ensure no barriers exist to pupils achieving their full potential, including those with special educational needs and disabilities.

'Schools have a responsibility to provide a broad and balanced Curriculum for ALL pupils.'

It sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

School must:

- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupil

EQUAL OPPORTUNITIES

P.E., Physical Activity and School Sports are open to **ALL** children in Bailey Green; we are a fully inclusive school.

MULTI CULTURAL EDUCATION

The P.E. programme of study allows opportunities to explore the diversity of other cultures through expressive dance in a meaningful and valuable way. Teachers need to be sensitive to the needs of cultural differences when matching pupils in partner, group work and contact activities. Consideration also needs to be given to changing facilities and dress where religious differences are evident.

PLANNING AND ASSESSMENT

Our school uses skills based long term plans as the basis for its curriculum planning in P.E.

At Early Years, the Development Matters document and Early Learning Goals are used to outline learning and attainment before progression towards National Curriculum.

In KS1 we teach skills around travelling, balance & coordination, throwing and catching, attacking and defending and dance.

In Key Stage 2 we teach skills around passing, receiving, footwork, travelling, attacking and defending. Also skills based on flexibility, control and balance and dance. We offer outdoor and adventurous activities incorporating skills such as problem solving, team work, communication and following directions using a simple map. Outdoor and adventurous activities are taught through P.E., adventure days and residential visits in KS2. Swimming and water safety are taught in Year 3 for two terms then we pick up children who have not achieved their 25m distance in Y4, Y5 and Y6 in Summer term.

We consult with pupils during P.E. lessons, morning/lunchtime/after school activities as well as through pupil voice about the physical activities offered by the school and identify what is working well for individual children and also any barriers to participation and seek to remove them.

Mr Harrison, our P.E. coach, works with children with varying needs, of all ages. He is given targets from the class children regarding each individual child's physical needs and he ensures delivery of appropriate activities are tailored to meet the needs of each individual child.

SEND/DIVERSE LEARNING NEEDS

General factors to be noted when teaching P.E. to a child with special needs:

- Nature of disability
- Effects of disability
- Aids needed for transport/mobility
- Contenance/toilet facilities
- Floor surfaces needed/waste disposal
- Dependency for such as dressing, fitting, TA support.
- Special resources

Areas to be considered in involving children with SEND include:

- Aspects of P.E. to be taught
- Activities
- Time tabling
- Frequency of activities
- Concentration span
- Teaching methods
- Language and communication
- Multi-disciplinary approaches

EARLY YEARS INCLUDING BAILEY'S BUTTERFLIES

We encourage the physical development of our children in Bailey's Butterflies and our Early Years as an integral part of their work, using the objectives set out in the Early Years Curriculum. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment, focusing on fine and gross motor skills. We give all children the opportunity to undertake regular activities that offer appropriate physical challenge, both indoors and in the outdoor learning environment, using a wide range of fixed and moving resources to support specific skills.

SAFETY IN P.E.

All reasonable steps must be taken to ensure the safety of premises and equipment. Children are to be taught correct methods of carrying and using P.E. equipment. They must see the importance of wearing the correct clothing and footwear at all times, which is to be modelled by the teacher. Parents to continue to be reminded of correct P.E. kit for their child.

Teachers should be aware of any medical conditions of individual children that they will be teaching, (*such as asthma, diabetes or epilepsy*) to ensure that they participate as fully as possible in the lesson. Children who need inhalers, should have them available to hand throughout the lesson.

Throughout the school phases, children will be taught how to lift, carry, assemble and use equipment safely.

It is essential that children know the importance of warming up and cooling down before and after participating in any form of physical activity, so as to prevent injury such as pulled muscles. Pupils should be able to explain what happens to their bodies during warm up and cool down activities. They should also know the importance of building up their stamina and the resilience to 'just keep going'.

A risk assessment is completed with staff on indoor and outdoor areas. The children will be informed of safety measures to be taken prior to each lesson.

Any persons working with the children will be referred to the Disclosure and Barring Service (**DBS**) for clearance. Occasional visitors will never be left unsupervised with individuals or groups of children.

Any local visits to outdoor pursuits or occasional activities can only proceed with the prior agreement of parents, by means of signed forms of consent and a risk assessment being completed.

For safety reasons, children who fail to comply, will not be allowed to continue with the lesson and a P.E. theoretical opportunity will be offered.

We encourage children to consider their own safety and the safety of others at all times. This is taught through PSHE and physical literacy. We expect children to change into appropriate clothing for all physical activities. Jewellery is not to be worn for physical activity, all recommended clothing and jewellery, e.g. earrings and set out in our P.E. Policy. Designated First Aiders are available throughout the day.

Liability lies with the parents and not the school when the parents have been informed of school advice.

FIRST AID

We have a number of designated First Aid Officers in school. (*List Attached*) One of them should always be sent for, other than a minor injury, after an injury.

In the case of an emergency the teacher should:

- Keep calm, take charge and send the TA for help using the yellow/red card system in place
- Work quietly, without fuss and reassure the rest of the class
- Move uninjured children away from the injured party
- If in doubt, call an ambulance

P.E. KIT REQUIREMENT

KS1 & KS2- Indoor P.E. – Bailey Green shorts/skort and P.E. top, plimsolls.
Outdoor P.E. - Bailey Green shorts/skort and P.E. top (Spring/Summer),
Lack hoodie and joggers (Autumn/Winter), plimsolls/trainers.

KS2 children may be required to wear football boots (*children must change their footwear prior to coming indoors*).

SCHOOL VISITS/MATCHES/TOURNAMENTS AND TRANSPORT

Adult supervision on any outside visit, activity etc should be carried out in accordance with L.A. Regulations. (*See separate off-site visit Policy*).

All residential visits must have the approval of the Governing Body and the Local Authority. Refer to guidelines in DCSF Health and Safety of Pupils on Educational Visits; Residential Trips Policy. All matches and tournaments attended should have a risk assessment completed by the teacher responsible for their organisation.

STUDENT TEACHERS/APPRENTICES

During teaching practice, students/apprentices are aiming to achieve a sufficient level of competence and experience to take lessons without supervision. It is important to remember that they are still training and the teacher should give constructive help. The teacher is still responsible for the pupils' safety and must be present during any P.E. lesson.

RESOURCES

Resources to support the teaching of P.E./Physical Activity across the school are kept in the P.E. store, which is accessible to children only under adult supervision. The school halls contain a range of large apparatus and we as part of their development, the children help set up and put away this equipment as part of their lesson. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the Lakeside Leisure Centre swimming pool for swimming lessons.

- Resource books and other materials are located in the P.E. cupboard.
- Large apparatus is kept either in the outdoor area or the P.E. store room.
- Large apparatus is kept in and around both the KS1 and KS2 halls.

(KS1 AND KS2 RESOURCES – SEE MR HARRISON'S INVENTORY)

GOVERNORS

The P.E. Governor is to receive an Annual Report on P.E. formulated by the P.E. Lead.

CONCLUSION

This policy promotes our policies on Equal Opportunities, Race Equality, SEN and Inclusion. It will be monitored and reviewed by staff and governors to ensure it is effective, workable and continues to meet both the statutory requirements and the individual needs of our pupils.

