

BALDERSTONE
CHURCH of ENGLAND
PRIMARY SCHOOL



BALDERSTONE ST LEONARD'S CHURCH OF ENGLAND PRIMARY SCHOOL

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

February 2023

Reviewed and Updated January 2025



POLICY FOR PESSPA

‘Every athlete exercises self control in all things. They do it to receive a perishable wreath, but we are an imperishable’.

(1 Corinthians 9:25)

‘I can do all things through him who strengthens me’

(Philippians 4:13)

‘An athlete is not crowned unless he competes according to the rules.’

(2 Timothy 2:5)

‘I have fought the good fight, I have finished the race, I have kept the faith’

(2 Timothy 4:7)

“A high quality education 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. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

National Curriculum for England and Wales; Physical Education; Purpose of study

OUR VISION FOR PESSPA

is

To foster a love of learning through enthusiastic participation in a safe environment so that we are all confident, active and healthy

Introduction

This policy outlines the teaching, organisation and management of the PESSPA taught/delivered and learned at Balderstone Primary School. All staff have been involved in drawing up this policy and its implementation is the responsibility of all staff responsible for teaching PESSPA. The purpose of this policy is to ensure our pupils feel safe, are safe and learn how to be safe during any PESSPA sessions. The policy is written with the AfPE’s guidance (“Safe Practice in PE, school sport and Physical Activity,)in mind which is available online. Physical education, school sport and Physical Activity (PESSPA) is of the highest quality, experienced regularly and

delivered in a safe and supportive environment at Balderstone St Leonard's CE Primary school.

In the early years foundation stage (EYFS), children are taught fundamental movement skills. Across school, our aim is to develop student's competence as a priority because of its relationship to motivation, enjoyment and its potential to build confidence and engagement in physical activity and sport.

All children take part in at least two hours of PE per week. The physical activities and sports we teach are carefully selected to match the breadth and ambition of the national curriculum. Our PE programme is coherent and designed to support all children to know more and do more. We aim to reduce inequalities and teach the important knowledge pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

All staff value the important role of PE and its contribution to the whole child. They are determined that all pupils enjoy and participate in sport and physical activity and equip them with the knowledge to make informed decisions about how to live a healthy, active life.

1: Aims and Purposes

PESSPA at Balderstone St Leonard's offers opportunities for children to:

- Develop an enjoyment of physical activity
- Develop a positive attitude towards physical activity.
- To build confidence, resilience to try hard and make progress across all activities
- Make informed decisions about the importance of exercise in their wider life during school, after school and in adulthood.
- Become skilful and intelligent performers by acquiring and developing physical competence and confidence in a wide range of physical activities and contexts
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop ideas in a creative way.
- Develop social, personal and leadership skills
- Set targets for themselves and compete against others individually and as team members.
- Provide opportunities for all children to participate in all activities at their own level whilst extending their skills and knowledge to achieve their potential.
- Develop their physical wellbeing 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.
- Become a good sports person, who plays fairly and can develop a team spirit

Intent

- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum
- Children develop an enjoyment of physical activity
- Children develop a positive attitude to participate in physical activity.
- Children become skilful and intelligent performers by acquiring and developing physical competence and confidence in a range of physical activities and contexts.
- Meeting the needs of individuals and groups of learners
- A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally
- Children learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Children experience traditional and 'new' sports
- Careful monitoring of the progress of individuals, groups, classes and year groups
- To instil in all children the 6 key sporting values: determination, honesty, respect, self-belief, passion and teamwork
- To develop children's character through PESSPA so that they are ready for the world beyond Balderstone.

Implementation - Curriculum

- Our Curriculum embraces the statutory orders of the National Curriculum 2014 and Early Years Foundations Stage (EYFS) Guidance. We make use of the Lancashire Scheme of learning which is adapted to meet the needs of the children in our school.
- Children receive 2 hours of high quality Physical Education each week regardless of the weather or other external factors. Where appropriate, alternative arrangements are made eg. class based activities: evaluating and improving work based on watching video clips or rescheduling the activity for another day.
- A commitment that all children are active. Our curriculum is inclusive and every student has equal access irrespective of their age, gender and cultural and ethnic background.
- Inclusivity by putting support for children with SEND in line with other subjects and adapting lessons using STEP.
- That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring.
- Spare kit in each class means no children misses PE
- A range of teaching styles and strategies to deliver the curriculum
- Children have different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.
- Provide opportunities for all children to participate in all activities at their own level whilst extending their skills
- Each unit of work develops a particular character trait with the children

- Sporting values are displayed in school and recognised and rewarded by all staff and visiting coaches where appropriate.

Implementation – Extra curricular Learning

The aims of extra-curricular learning are to extend and enrich the work being done during curriculum PESSPA and to provide pupils with opportunities to enable them to develop the skills they need to access curriculum PESSPA. The activities will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

At Balderstone St Leonard's, all extra-curricular activities provided are developed in consultation with the children and will:

- Provide a balance of competitive and non-competitive activities through intra and inter-school events
- Provide general physical activity clubs which develop health and fitness, for example Change for Life clubs, daily mile.
- Ensure that every pupil is offered the opportunity to attend a minimum of two extra curricular activities each week
- Ensure that the school regularly participates in HRVSSP (Hyndburn and Ribble Valley School Sports Partnership) events that promote competitive opportunities and physical activity.
- Ensure that every pupil in KS1 and KS2 is given the opportunity to represent school at least once each academic year.

To ensure quality and sustainability of extra curricular activities, the school will

- Employ a range of qualified and experienced auxiliary coaching staff and implement quality assurance through the subject leader and head teacher.
- Ensure the subject leader takes responsibility for forging strong local community club links
- Inform parents and pupils of the range of activities provided.

Impact

- Children make informed decisions about the importance of exercise in their wider life during school, after school and in adulthood.
- Children progress in different domains of learning
- Children know how to improve. They set targets for themselves and compete against others individually and as team members.
- Children have the knowledge to achieve their potential
- That all children's achievements are valued.
- Each child becomes a good sports person, who plays fairly and can develop a team spirit
- Children know how to assess situations and make appropriate decisions where risk is involved.

2. PE curriculum planning

2.1 PE is a foundation subject in the National Curriculum. Our school uses the Lancashire Scheme of Work as the basis for its curriculum planning in PE. We adapt the plans to meet the needs of the children in our classes. As required in Key Stage 1, the children learn dance, games, gymnastics and athletics. In Key Stage 2 the children learn dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.

2.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each year during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group. The long term plans are stored on the school 'Learning 'One drive and added/amended onto the 'PE Passport' app at the beginning of each academic year. A copy of our planning and progression document is available on our school website.

2.3 Our medium-term plans, which we have adopted from the Lancashire Scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. They are stored on the Lancashire PE Passport App.

2.4 Class teachers adapt the short term plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader discuss them on an informal basis.

2.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school

2.6 Each lesson should include a warm up and cool down relevant to the main activity and learning environment/weather conditions.

2.7 All pupils should be physically active for sustained periods of time in every lesson

3. Foundation Stage

3.1 We encourage the physical development of our children in the reception class as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Years Foundation Stage Guidance, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop their fundamental movement skills and develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills

P.E in Foundation stage falls into two categories:

a: Taught sessions- Teachers use the Lancashire scheme of work comprising of Dance, Gymnastics and Games. Lessons follow the same structure as further up school and children are taught the skills and movement needed but also the skill of evaluation of others, and individual assessment using a success criteria.

b: Continuous provision- The skills and knowledge gained through the taught session are applied in provision in which children have access to various P.E equipment. These are used independently on a daily basis. Physical development in the Foundation Stage also includes both fine and gross motor skills.

3.2 In EYFS, teachers should:

- Plan activities that offer appropriate physical challenges, and provide sufficient space, indoors and outdoors, to set up relevant activities.
- Give sufficient time for pupils to use a range of equipment.
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movement to pupils, alongside their actions
- Provide time and opportunities for pupils with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapist and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

4. Swimming a Water Safety

4.1 Swimming is a statutory area of the PE national curriculum and all pupils at Balderstone St Leonard's have access to swimming lessons in Key Stage 2.

The national curriculum aims to teach pupils to:

- Swim competently, confidently and proficiently over 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke.
- Perform self-rescue in different water-based situations.

4.2 Intensive swimming lessons take place daily at Fulwood Leisure Centre for Years 3 and 4 over a 2-week period in the Autumn term.

Lessons are planned and delivered by the pool provider's swimming instructors and class teachers support the sessions. Our school had a good oversight of what is taught and how it is taught.

The instructors provide pupil assessments at the end of the intensive block, and we use this information to provide further lessons for any children who do not meet the required standards at the end of the lessons in year 4. These identified children will also attend lessons in Year 5 and/or 6 as required to ensure that they reach the national expectations.

4.3 Water safety is also taught by the swimming instructors and also by class teachers as part of our PSHE curriculum.

5. Pedagogy

5.1 The knowledge to be taught across the years is clearly defined so that staff use this information to support their planning and select pedagogical approaches and assessment.

We work hard to provide highest quality PE at our school and to enable pupils to remember the curriculum in the long-term and develop competence in physical activity.

All staff are given opportunities to develop the subject expertise because we know this will provide the best conditions for all students to learn the PE curriculum.

5.2 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities.

Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both

to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

5.3 In all classes there are children of differing physical ability. 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.

6.1 Teaching PE to children with special educational needs (SEND)

6.1 At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We often do this by using the STEP approach (Space, Time, Equipment, People) within a lesson. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Interventions will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PESSPA.

6.4 We enable pupils to have access to the full range of activities involved in learning PESSPA. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for pupils with SEND.

7 Gifted and Talented Children

7.1 Talented children who show a special aptitude for PE will be brought to the attention of the Gifted and talented subject leader, so that they can be helped to develop further.

8.Assessment, Recording and Reporting

8.1a Teachers assess children's work in PE by making assessments as they observe them working and by talking to them during lessons. They record the progress made by children against the learning objectives for their lessons.

8.1b We check what pupils know and can do before moving on in the curriculum. We are mindful of the need to give pupils enough time to build knowledge and develop proficiency before moving onto a new activity.

8.1c At the end of a unit of work the children complete a Core Task, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information using the Lancashire PE passport app and use the information to set targets and plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher records these judgements in the cohort's assessment file, which is stored on the school 'Learning' One drive. This information is then readily available for the PE subject leader and SLT, who can track progress and attainment, and for other teachers to refer to when planning in future years.

8.2 The PE Passport app stores photographic and video evidence of children's work This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet to review individual evidence of children's work against exemplification material.

8.3 In addition to formal assessments, we aim to recognise the achievements of children participating in the 'spirit of school games': children are awarded stickers for displaying each of the 6 key sporting values (Teamwork, honesty, passion, determination, self belief and respect). When they have displayed all of these values, their achievements are recognised in a whole school assembly and they are presented with a certificate.

8.4 Records of children's progress and achievement in P.E. includes a grade in the annual report to parents based on effort and attainment. Sports Day is a further opportunity for parents to observe their child's progress in this curriculum area.

9. Monitoring and review

9.1 The monitoring of the standards of children's work and of the quality of teaching in PESSPA is the responsibility of the subject leader, who also receives support from the head teacher.

9.2 The school will utilise the following strategies and measures in order to evaluate standards in PESSAP:

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- Assessment of pupil progress and achievement
- Pupil and parent interviews/ questionnaires
- Self-evaluation of the subject in relation to PESSPA and sports premium.

9.3 The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

9.4 The subject leader gives the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

10. Extra-curricular activities

10.1 The school provides a broad range of well attended PESSPA-related activities including the more traditional activities (eg netball, football, tag rugby, martial arts, multi skills, cross country, athletics and dance etc) and modern activities (eg handball, dodgeball, fencing, archery, Quidditch etc) for children before school, at lunchtimes and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas.

10.2 The school publishes details of the current club activities, events and news on the school website, which is updated regularly.

10.3 The school also plays regular fixtures against other local schools and participates in area competitions. This includes both non competitive and competitive events, allowing pupils to be able to put into practice the skills that they have developed in their lessons. We encourage and reward children who display any of our 6 key sporting values (determination, Self-belief, respect, passion, honesty and teamwork) whilst participating in physical activities. These opportunities foster a sense of team spirit and co-operation amongst our children.

10.4 We aim to offer all children throughout their time at school an opportunity to represent the school.

11 Equality, diversity and Inclusion

Please see our whole school 'Equality, diversity and Inclusion' policy

12. Resources

12.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. Larger equipment is stored in the shed on the field (Kwik Cricket, hockey, trigolf , rounders and OAA) . Playground equipment is also stored in the field shed and should only be accessed by members of staff. The hall contains a range of large apparatus for Gymnastics, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely and manage risk. The children use the school playground and the playing field for games and athletics activities and the local swimming pool for swimming lessons.

12.2 The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of children to enhance learning

12.3 Pupils are encouraged to

- Look after resources
- Use different resources to promote learning
- Return all resources tidily to the correct place under staff supervision
- Learn any safety procedures relating to the carrying or handling of resources.

12.4 Any damage, breakage or loss of resources should be reported to the subject leader as soon as possible.

12.5 Any piece of apparatus where damage is observed that cause injury must be isolated from use and reported. No groups or individuals should be able to access the resource until such a time as it is made safe.

12.6 Large Gymnastics equipment is inspected annually by an external Company.

13. Health and safety (see Appendix 1 and 2)

13.1 The general teaching requirement for health and safety applies in this subject. We follow the guidance provided by the Association for Physical Education (afPE) 'Safe Practice in Physical Education, School Sport and Physical Activity and additional guidelines from Lancashire. This is a comprehensive guide to safe practice and managing risk in PESSPA . All staff have access to the online version on the AfPE website.

13.2 There are separate Risk assessments for the hall and outside areas used for PESSPA .

13.3 We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area and to participate with their hair tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision. (P138 Safe Practice in PESSPA 2024) The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

Expected footwear :

- Dance and Gymnastics - Bare foot in the hall. Pumps may be worn if there is an infectious foot condition eg a verruca
- Playground activities – Trainers only
- Football, Rugby, Hockey on the field in football boots.
- Trainers may be worn on the field in drier conditions.

13.4 As our school lacks purpose built changing rooms, when changing for PESSPA, normally the children will change in the classroom under the supervision of the class teacher. The opportunities for private changing arrangements are considered for older children and religious reasons. The class teacher will deal with each issue sensitively. Where children are changing there will always be supervision.

13.5 If children do not have their kit in school.

School will provide spare kit for children who do not have their kit in school. Notes will be sent home. After 3 consecutive lessons, parents will be invited for a meeting to discuss PE kit.

Spare pumps, trainers and football boots are available for use in school.

13.6 It is understood that some pupils will wear leggings or tracksuit bottoms (with tight leg-bottoms) for religious reasons. Pupils wearing such clothes must not use apparatus where their slippery legs will cause a danger.

13.7 Headscarves

“Head scarves, where worn, should be tight, secured in a safe manner, particularly at the side of the face and unlikely to obscure vision or catch on anything that may put the wearer at risk. Pupils can consider obtaining a sports version of the hijab, for improved suitability. These are available from high street stores or the internet” (Pg140 : Safe Practice in PESSPA: 2024). We would prefer these to be in line with our school uniform policy and be either red or black in colour

13.8 Jewellery

Jewellery should not be worn for physical activity. This includes religious artefacts, watches and hair slides. If ears are pierced, ear-rings should also be removed. “This applies to all ear and body piercings, including retainer and expander earrings” (Page 136 - 137 : Safe Practice in PESSPA 2024)

Parents should avoid having any piercings carried out on their child within the academic year. It is strongly recommended that this is carried out at the beginning of the summer holidays.

Disclaimers from parents about the wearing of any jewellery by a pupil will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters. Page 136 : Safe Practice in PESSPA 2024)

If children are unable to remove their jewellery, they will not be excluded from a PESSPA session but will be unable to participate fully in the sessions – this includes practical elements. Children will be asked to carry out observation and feedback tasks, and can take part in discussion activities. They can also help with officiating of games activities.

Staff are not to take earrings out of children’s ears; add or remove tape; nor take responsibility for items of jewellery.

NO JEWELLERY TO BE WORN IN PE - including Fitbits, fitness watches and other similar bands.

13.9a Medical bracelets: These will be permitted if they are made of a soft fabric with Velcro fastenings. “These bracelets need to be regularly checked to ensure there are. No hard or sharp edges that may cause injury. When there is a concern, the bracelet can be covered with tape, padding or a soft, sports-style wristband”. Page 137 : Safe Practice in PESSPA 2024)

13.9 b Fitness watches and wristbands (p137 Safe Practice in PESSPA 2024) These should be removed for PESSPA sessions, clubs and activities.

13.10 use of shin pads

Shin pads are to be worn if football boots are in use and when playing hockey.

13.11. Protective mouth wear for hockey Gum shields/mouth guards should be worn for Hockey. School will write to parents in advance of these sessions advising these are purchased with a CE marking. Gum shields should be worn at all times during a hockey lesson. Children will keep them in school in their trays and they should be rinsed after each session.

Children who forget or are unable to wear a gum shield will participate in the lesson away from others if deemed necessary.

(P149 Safe Practice in PESSPA 2024)

13.12 The use of mats in gymnastics

Mats should be placed where it is expected that children need to cushion deliberate landings but should not be placed around indiscriminately – only place a mat where you want the children to land or where it is deemed the children are working at a height

13.13 Appropriate swimwear must be worn for swimming.

In order to accommodate religious or cultural needs, adjustments can be made without compromising the safety of pupils. Leotards and tights are acceptable or other suitable tight clothing to support the buoyancy of the swimmer. (P 140 Safe Practice in PESSPA 2024)

13.14 Goggles for swimming

“Goggles can help to maintain the required body position and improve vision through the water... within short curriculum swimming lessons for beginners or short races in galas, goggles are not considered necessary unless there is some justified medical reason.....In cases of extreme short-sightedness or where pupils wear contact lenses, schools should require a parental letter stating the student has particular needs to warrant the use of goggles”

“when goggles are used, they should be made of unbreakable plastic or rubber materials”

“The teacher is not responsible for fitting or adjusting a student’s goggles. Where a student does wear goggles, they need to be able to carry out the task of fitting them independently” (P150 - 151 Safe Practice in PESSPA:2024))

13.15 Religious and cultural festivals-Ramadan/ Eid

Staff are aware that during cultural festivals that require specific dietary requirements will result in a depletion of normal energy resources. In such circumstances, staff expectations relating to performance e.g sustained running may need to be reviewed and challenge will be adjusted to accommodate individual need.

14. Concussion

14.1 If a pupil has a blow to the head, they must be removed immediately from the playing area and medical care sought as soon as possible.

All concussions need to be taken seriously

14.2 Incidents can happen anywhere at any time.

14.3 Loss of consciousness (being “knocked out”) occurs in less than 10% of concussions and is not required to diagnose concussion

14.4 Spotting head impacts and visible clues of concussion can be difficult. Signs and symptoms of concussion poster is displayed around school and in the appendix.

14.5 Our school has clear protocol and procedures for head injuries as part of our whole school first aid and emergency treatment policy and this covers specific guidelines about concussion PESSPA contexts.

12. Photographs at sports events

12.1 School hold a list of pupils who are not allowed to be photographed, appear on social media, school website or in the press whilst at school.

12.2 Separate permission is obtained for each individual sporting event outside of school. Any children for whom we do not have permission should be brought to the attention of event organisers upon arrival.

12.3 Staff should not take photographs of children on personal devices. School provides equipment for this purpose.

12.4 Parents are not allowed to photograph at the annual sports day and are reminded of this each year. Staff will take any photographs and post on social media/school website once pictures have been checked for specific children.

13. Schools Sport Premium Funding

13.1 The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. We aim to develop, use and improve the sports provision in school by auditing and implementing new strategies and sports in consultation with school staff, pupils and parents. All identified priorities are documented in the annual curriculum and sports premium funding audits. We will closely monitor the impact of the funding on PE and school sport.

14. Links with Sporting Organisations:

We are a member of the Hyndburn and Ribble Valley School Sports Partnership (HRVSSP), which provides opportunities to work with professional coaches as extra curricular activities and during curriculum time. Children have opportunities throughout the year to take part in competitions and events with other schools in large sporting venues

We invite other local clubs into school to offer free taster sessions and encourage children to try out new sports. These clubs are also used to provide CPD for staff in curriculum time. We try hard to establish club links and signpost parents and children to local clubs on the PE section of our school website.

Year 3/4 children have the opportunity to learn to swim at Fulwood Leisure centre.

15. External Sports Coaches

The head teacher 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 coaches.

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

This policy will be reviewed within three years and updated as and when necessary

Mrs Katy Heyworth

PESSPA Subject Leader

February 2023

Reviewed and Amended January 2025

Appendix 1

Safety checklist

Before you start

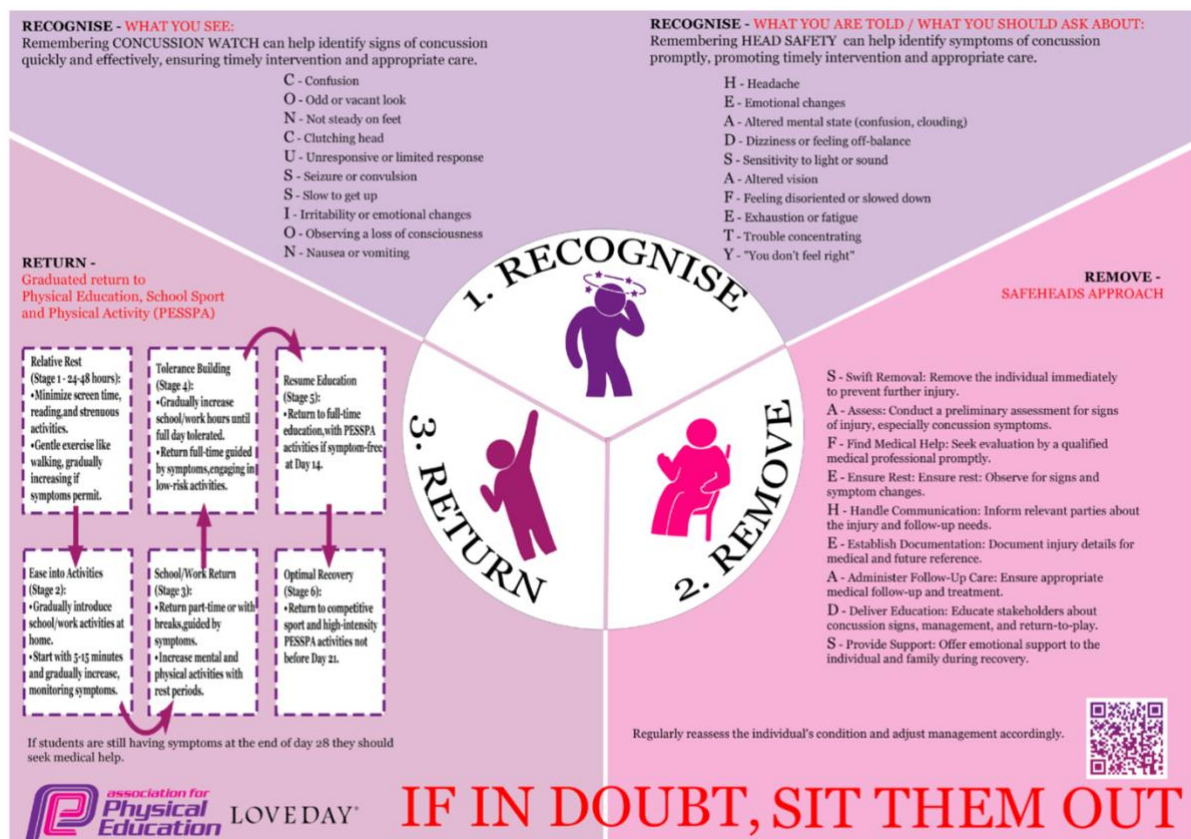
- Are the pupils suitably dressed?
- Barefoot for dance and gym. (or pumps if foot condition)
- Trainers for games and athletics.
- Have you, the teacher, changed into suitable footwear and removed your jewellery?
- Have children removed dangerous articles e.g. watches, earrings?
- Have you checked long hair is tied back with a soft bobble?
- Always make sure that any obstructions are out of the way when you are there.
- Does a signal immediately produce Stop Look Listen?
- Do the children handle equipment with care?

Appendix 2

Emergency Procedures

- 1) First aid bag and medication to be taken in to all PE lessons by member of staff.
- 2) Activities stopped immediately. Teacher to stay in hall.
- 3) Situation assessed. First aid administered as appropriate.
- 4) A responsible child or member of support staff is sent to inform senior first aider and Headteacher/Office/SLT member of incident with a brief description of injury. SLT/First aider decides whether ambulance or other help is required.
- 5) The office informs ambulance service and arranges for further assistance with injured party or rest of class if necessary.
- 6) Rest of class should be adequately supervised – i.e. taken back to classroom calmly and quietly.
- 7) Accidents form to be filled in immediately.

Appendix 3: Concussion Guidance



Students with suspected concussion should:

- stop playing **immediately** if they experience any symptoms of concussion
- be honest with how they feel and report any symptoms immediately to their teacher/parent
- get assessed by an appropriate healthcare professional in school or access the NHS by calling 111 within 24 hours of the incident
- understand that delays in reporting and underreporting of symptoms have been associated with a longer recovery and delayed return to activity and could risk incomplete recovery of the brain
- rest and sleep as needed for the first 24-48 hours – this is good for recovery
- understand that easy activities of daily living and walking are acceptable
- minimise smartphone, screen and computer use for at least the first 48 hours - limiting screen time has been shown to improve recovery
- if they have continuing symptoms, not return to training or sport activities until they have been evaluated by an appropriate healthcare professional
- inform their school/sports club(s)
- follow the Graduated Return to Activity (education/work) and Sport programme (GRAS).

If you question whether another player may have symptoms of concussion:

- report this to your teacher, coach, match official or appropriate healthcare professional
- during training and matches always watch out for teammates and encourage them to be honest and report any concussion symptoms.

A student with suspected concussion should not:

- be left alone in the first 24 hours
- undertake intense exercise
- consume alcohol in the first 24 hours and/or if symptoms persist
- drive a motor vehicle within the first 24 hours.

If a parent/carer suspects their child has concussion:

- obtain full details of the incident
- do not leave your child alone for the first 24 hours
- have your child assessed by an appropriate healthcare professional within 24 hours or by accessing the NHS by calling 111
- monitor your child for worsening signs and symptoms of concussion for at least 24-48 hours
- encourage initial rest/sleep as needed and limit smartphone/computer and screen use for the first 24-48 hours
- inform the school and sports club(s) of the suspected concussion
- support your child to follow the Graduated Return to Activity and Sport programme (GRAS).

STAGE 1

Relative rest for first 24-48 hours after suspected concussion.

Minimise any activity to 10-15 minutes.
Do gentle exercise provided concussion symptoms are no more than mildly increased.

Screen time kept to an absolute minimum to help recovery.

STAGE 2

Gradually introduce daily activities away from school.

Increase mental activities (reading, TV, games) and limited computer and phone use provided concussion symptoms are no more than mildly increased.

Gradually introduce schoolwork activities at home.

After the initial 24-48 hours of relative rest, gradually increase light physical activity (short walks) provided concussion symptoms are no more than mildly increased.

There may be some mild symptoms with activity, which is OK. If they become mildly exacerbated by mental or physical activity at this stage, rest briefly until they subside.

STAGE 3

Once a normal level of daily physical activities can be tolerated, explore adding in some home-based schoolwork in 20-30-minute blocks with a brief rest after each block.

Discuss with the school about returning part-time and building in rest breaks and/or limited screen time on electronic devices.

Walking or stationary cycling for 10-15 minutes.
Start at a low intensity and gradually increase according to tolerance.

No high-intensity exercise or added weight-resistance training should take place at this stage.

Progressing too quickly through stages 3-5 may slow recovery. Although headaches are the most common symptom following concussion and may persist for several months, exercise should be limited to that which does not more than mildly exacerbate them.

STAGE 4

Return to school part-time.

Staff need to be aware of why the student is returning part-time to school so that consideration is made to the workload accordingly.

Light PESSPA activities during week two (no earlier than day eight) can take place if symptom-free at rest. Avoid any activity involving head impacts or where there may be a risk of head injury.

STAGE 5

Return to full academic study and catch up with any missed work.

When free of symptoms at rest from suspected concussion for 14 days, students can consider commencing PESSPA activities involving head impacts or where there may be a risk of head injury.

This will be no earlier than day 15.

If there is a recurrence of concussion symptoms following head impact in lessons/training, the student should be removed from the activity.

STAGE 6

Return to competition

This stage should not be reached before day 21 at the earliest **and** only if no symptoms at rest have been experienced from the recent concussion in the preceding 14 days **and** the student is now symptom-free during pre-competition training.

This chart sets out in more detail the different stages of the Graduated Return to Activity (education/work) and Sport (GRAS) programme.