



Yeadon Westfield Junior School PESSPA Policy

Written in consultation with staff. Curriculum Leader: Gemma Pound	Autumn 2025
Review date:	Autumn 2028
Governors' Committee:	Teaching and Learning Autumn 2 2025
Ratified at FGB	14/01/2026

We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race; religion and belief, sex or sexual orientation.

We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.

We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.

This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.

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

Yeadon Westfield Junior School

Rationale

At Yeadon Westfield Junior School, we believe that Physical Education, School Sport and Physical Activity (PESSPA), delivered within a safe and supportive environment, make a unique and vital contribution to each child's physical development and overall well-being.

We provide a broad and balanced curriculum designed to build children's confidence in managing themselves and their bodies across a variety of movement situations. We believe that P.E. should foster self-esteem, physical progression and positive attitudes, and should offer opportunities for every child to experience success—whether individually or as part of a team.

Physical Education plays an important role in promoting lifelong healthy habits. Evidence consistently shows that physical activity in childhood is a strong indicator of future behaviours, including academic success, physical and mental health, and overall happiness. In line with the **Chief Medical Officers' Physical Activity Guidelines (2019)**, children aged 5–18 should be active for at least 60 minutes per day, through a combination of moderate- and vigorous-intensity activities.

Yeadon Westfield Junior School is committed to promoting the health, well-being and physical literacy of all children, families and staff.

Aims

Our PESSPA provision aims to:

- Foster a love for and enjoyment of being active.
- Develop lifelong fitness habits and awareness of the health benefits of regular exercise.
- Identify and nurture individual talents.
- Develop self-esteem, confidence and social skills.
- Support the physical development of every child.
- Provide opportunities for creativity and self-expression.
- Develop transferable skills that can be applied beyond P.E.
- Offer experiences children may not otherwise access.

Implementation of the Policy

Teaching and Learning

At Yeadon Westfield Junior School, we use a range of teaching and learning styles, including whole-class, group and individual activities. Teachers model good technique and highlight strong examples of pupil performance to support peer learning.

Our curriculum is sequenced and progressive, based on current research and mapped through GetSet4PE to ensure children develop key concepts in:

- Physical Skills
- Thinking Skills
- Personal Skills
- Health Skills

Lessons include opportunities for pupils to work collaboratively, evaluate performance (their own and others'), and use a variety of resources.

Learning objectives and success criteria are shared with pupils at the start of each lesson, and learning is reviewed during the plenary. Activities are adapted to meet the needs of all pupils, and extension tasks are provided where appropriate.

Progression from Key Stage 1

Children start KS2 having developed fundamental movement skills in KS1—agility, balance, coordination and simple tactics.

Curriculum Coverage (KS2)

Children will be taught to:

- Use running, jumping, catching and throwing in isolation and combination.
- Play competitive games (e.g., handball, cricket, football, hockey, netball, tennis) and apply basic attacking and defending principles.
- Develop flexibility, strength, technique, control and balance (through Real PE and gymnastics).
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activity challenges individually and as part of a team.
- Compare performances and demonstrate improvement to achieve personal bests.
- Understand how the body responds to exercise.
- Make decisions, refine movement and adapt techniques.

Swimming

All children in KS2 (usually Year 4) receive swimming instruction through the Leeds Schools Swimming Framework.

Pupils will learn to:

- Swim competently, confidently and proficiently for at least 25m.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

Activity Areas Covered Throughout KS2

- Dance
- Competitive Games
- Gymnastics
- Athletics
- Outdoor and Adventurous Activities

The curriculum map ensures all children experience each area by the end of KS2.

Opportunities for Physical Activity

Children have daily opportunities to be physically active. Breaktime activities are encouraged by staff, and lunchtime sports are delivered by external providers and trained playground leaders.

P.E. Uniform Requirements

Children must wear appropriate P.E. kit:

- White T-shirt
- Black shorts
- Pumps or trainers
- Optional: black tracksuit bottoms/leggings for outdoor lessons
- School hoodie permitted outdoors (not indoors)

For swimming:

- One-piece costume or swimming trunks (worn under uniform on their swimming day)
- Towel
- Hair tied back

Dance and gymnastics are taught in bare feet; soft plimsolls may be used if required.

Jewellery must not be worn. Children must remove earrings themselves or cover them with sports tape provided by school (staff cannot remove earrings).

If a child cannot participate in P.E. for medical reasons, parents must provide a written note. The child will take a non-active role (e.g., officiating or providing feedback).

Inclusion

Inclusion means all children have access to PESSPA regardless of gender, race, ability or disability. Strategies include:

- Equal expectations for all pupils.
- Mixed-gender and mixed-ability groupings.
- Structured activities that ensure full involvement.
- Opportunities for children to share and present work.
- Adaptation and support through modifying equipment or adult assistance.
- Targeted support during playtimes.
- Opportunities for talented pupils to be signposted to school or borough clubs.

Children requiring social sport development work with Guiseley Community Club on targeted interventions to improve communication and social skills.

Extra-Curricular Provision

A wide range of after-school and lunchtime sports clubs is available. Details can be found on the school website.

Consent, Participation Agreements and Conduct

Parents must complete a consent form for all optional activities. School behaviour expectations apply at all events, and parents agree to these standards upon giving consent.

Resources

- The PE Leader audits, monitors and reviews equipment regularly.
- Resources must be used safely, tidied correctly and stored appropriately.

- Staff supervise all equipment usage.
 - The site manager and business manager oversee hall and playground maintenance.
 - Lunchtime equipment is purchased and maintained by the PE Lead.
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External Providers

External providers (e.g., Velocity) may deliver or support P.E. teaching. The headteacher and agencies jointly ensure safety, safeguarding and quality. All external staff work within the school's P.E. curriculum and expectations.

Planning, Assessment and Recording

Planning

Teachers plan using the progression of key concepts from the learning journeys and the GetSet4PE scheme. Pupils receive two high-quality P.E. lessons each week.

Assessment

Short-term:

Ongoing assessment through observation and questioning to inform next steps.

Medium-term:

Half-termly assessment using GetSet4PE to record attainment in key areas.

Long-term:

Annual assessments against national expectations, recorded on GetSet4PE and analysed by the subject leader. This informs reporting to parents and future teaching.

Physical Contact in PESSPA

Physical contact may be necessary to:

- Support skill development
- Treat or prevent injury
- Support pupils with disabilities
- Prevent harm

Contact must be:

- Purposeful
- Impersonal
- Explained in advance
- Conducted in an open environment

All concerns or complaints are reported immediately to the Designated Safeguarding Lead.

Health and Safety

All staff delivering PESSPA must follow school and local authority safety procedures and teach pupils how to handle equipment and recognise risks.

Responsibilities include:

- Maintaining safe premises and equipment
- Completing risk assessments
- Monitoring safety procedures
- Providing staff training
- Recording and addressing concerns

Accidents and Incidents

Staff must:

- Prioritise safety
- Stay calm and reassure children
- Assess hazards
- Ensure pupils are accounted for
- Call for assistance if required
- Record injuries in the accident book
- Complete CF50 forms when hospital treatment is needed

A first aid kit must be accessible during all P.E. activities.

Role of the PE Leader

The P.E. Leader will:

- Support staff with curriculum planning, delivery and assessment
- Provide resources and training
- Audit and maintain equipment
- Monitor teaching and learning
- Lead CPD and disseminate new developments

- Promote extracurricular opportunities
- Produce the annual Sports Premium impact report

Monitoring includes lesson observations, pupil interviews, staff questionnaires and analysis of assessment data.

Parent Partnership

Parents are encouraged to attend sports events and Sports Day. Up-to-date P.E. information is available on the school website. Parents wishing to support the P.E. offer may contact **Miss Gemma Pound**.

Equality of Opportunity

All children have equal access to PESSPA regardless of gender, culture, ability or disability. Experiences reflect the school's equality policies and aim for excellence for all pupils.

Policy Development and Review

This policy has been produced in consultation with staff, parents, pupils, governors and local partners. It will be reviewed every **three years**.

Disability Equality Impact Assessment

This policy complies with the school's Disability Equality Scheme and considers information from disabled pupils, parents and staff.

**For any questions relating to this policy, please contact:
Miss Gemma Pound, PESSPA Lead**