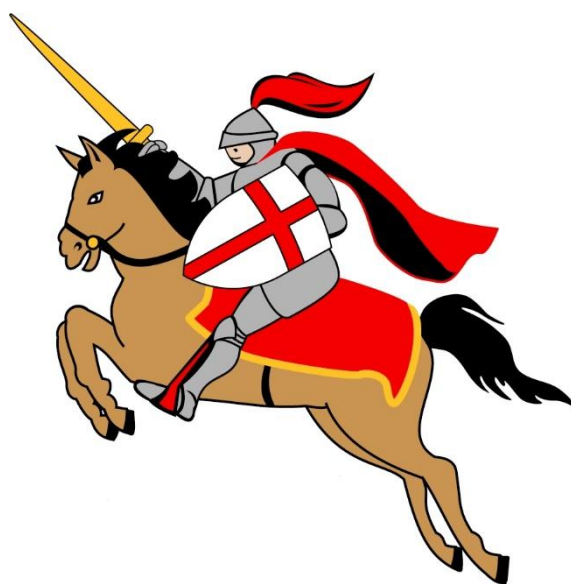


# Conisbrough Ivanhoe Primary Academy



## Physical Education, School Sports & Physical Activity (PESSPA) Policy

Written	January 2020
Reviewed	September 2025

PE Lead: Claire Moxon



# PHYSICAL EDUCATION



## Intent

### Subject Purpose & Vision

At Ivanhoe, the purpose of Physical Education is to inspire all pupils to succeed and excel in physically demanding activities. We are committed to teaching and embedding a solid foundation of physical skills that can be transferred across a wide range of sports and physical activities, enabling children to develop competence, confidence and enjoyment in movement. Lessons are delivered in a fun, safe and motivating environment where children are supported to improve and achieve their personal best.

In correlation to physical and skill development, we place equal emphasis on a holistic approach to P.E., extending the focus to mental, social and emotional well-being. Through engaging activities, pupils develop resilience, teamwork, leadership and communication skills that support learning across the wider curriculum and prepare them for life beyond school.

Our vision is that every child at Ivanhoe will develop a passionate and valued attitude towards sport and physical activity. We intend that all learners, irrespective of background or ability, will experience success, enjoy being active and recognise the lifelong benefits of a healthy, active lifestyle. Children are encouraged to reflect on their own personal development, take pride in their progress and celebrate achievements, both individually and collectively.

PE at Ivanhoe also plays a vital role in the promotion of healthy lifestyles. We aim for all pupils to understand the health benefits of regular physical activity and to foster positive habits that will establish long-lasting lifestyle choices, contributing to their physical, emotional and social well-being. By the end of their time with us, pupils will leave with the knowledge, skills and attitudes required to lead active, healthy and fulfilling lives.

### Curriculum Goals

At Ivanhoe, our PE curriculum aims to develop confident, physically literate children who enjoy sport and physical activity, understand the importance of health and wellbeing, and acquire the skills, knowledge, and values for lifelong participation. Fully aligned with the National Curriculum, it ensures progressive development of physical competence, engagement in sport, and promotion of healthy lifestyles from EYFS to Year 6.

We inspire pupils to view physical activity as enjoyable and natural, offering a wide variety of sports and experiences in a progressive, inclusive, and engaging way. All pupils, regardless of ability or background, have equal opportunities to participate, compete, and develop both physically and personally, while cultivating Ivanhoe's core learning behaviours: pride, resilience, determination, independence, respect, and curiosity.

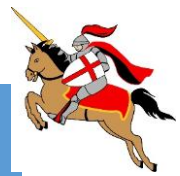
### Cultural Capital

Our PE curriculum broadens pupils' horizons by exposing them to a diverse range of sports, games, and physical activities from different traditions, cultures, and communities. Pupils explore both traditional and alternative sports, including those with international origins, fostering an appreciation of the global nature of physical activity and respect for different sporting heritages.

At Ivanhoe, we promote diversity and inclusion, ensuring that every child—regardless of gender, background, ability, or additional need—can access and succeed in PE. Adaptive teaching, targeted support, and a wide variety of activities ensure pupils are challenged, included, and celebrated as individuals. Opportunities to work



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independently and collaboratively allow children to experience roles such as leaders, team players, and officials, developing an understanding of fairness, equality, and respect.

Through lessons, competitions, workshops, trips, and extracurricular activities, pupils develop physical competence while also gaining an appreciation of the cultural, social, and moral dimensions of sport. PE at Ivanhoe thus supports health and physical literacy while preparing children to thrive as respectful, confident, and active citizens in a diverse society.

## **Progression and Sequencing**

Our PE curriculum, supported by the PE Hub scheme, is carefully sequenced to ensure clear progression in knowledge, skills, and understanding from the Early Years through to Year 6. Each stage builds on prior learning, allowing children to revisit and refine key physical skills while encountering new challenges and contexts. This structured approach develops physical literacy, confidence, and resilience over time.

- *EYFS* – Children are introduced to the foundations of movement, developing gross and fine motor skills, spatial awareness, and basic coordination. They explore movement through play-based activities, preparing them for more formal PE in Key Stage 1.
- *KS1* – Focus is on mastering fundamental movements such as running, jumping, throwing, and catching, alongside developing balance, agility, and coordination. Pupils apply these skills in simple games, learning teamwork, rules, and fair play.
- *LKS2* – Pupils build on these foundations, applying skills with increasing control and precision across a broader range of activities. They develop tactical awareness, assume different roles (leader, team member, or official), and strengthen resilience through competitive and cooperative experiences.
- *UKS2* – Pupils refine and apply skills with fluency, control, and confidence across a wide variety of sports. They demonstrate deeper tactical understanding, make informed decisions during gameplay, and take responsibility for evaluating and improving performance. Leadership skills are developed through planning and leading warm-ups, activities, and small games. By Year 6, pupils are physically literate, understand the impact of exercise on long-term health, and are prepared for secondary PE.

At every stage, the PE Hub ensures progressive coverage of National Curriculum strands: competence across a broad range of physical activities, sustained engagement, participation in competitive sport, and promotion of healthy, active lifestyles. The curriculum is inclusive, enabling all pupils to experience success and progress at their own pace, with adaptive strategies to support those with additional needs.

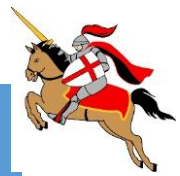
## **Key Concepts and Themes**

The intent for PE at Ivanhoe is dynamic, shaped by ongoing analysis of strengths and areas for development through a range of monitoring and evaluation processes. These include:

- *PE and Sport Premium Review* – ensures funding is effectively targeted to enhance provision, increase participation, and sustain improvements.
- *School Games Inclusive Health Check* – evaluates the inclusivity of our offer and identifies opportunities to broaden access and ensure equity for all pupils.
- *School Games Mark Outcomes* – provide benchmarks against national standards, celebrating successes while highlighting next steps in competitive opportunities, leadership, and whole-school engagement.
- *Pupil Voice* – captures pupils' enjoyment, preferences, and perceived barriers to participation, shaping a curriculum that reflects their interests and motivates active engagement.
- *Staff Voice* – informs curriculum intent by identifying training needs, confidence levels, and areas where additional support is required, ensuring consistently high-quality teaching across the school.



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By analysing these inputs, we continually refine our PE intent to meet both national expectations and the unique needs of our school community.

## Implementation

### Curriculum Design

At Ivanhoe, our PE curriculum is carefully structured to ensure progressive development of skills, knowledge, and understanding from the Early Years to Year 6, fully aligned with the National Curriculum. It is sequenced to build competence incrementally, allowing pupils to revisit, refine, and apply skills in increasingly complex contexts.

*EYFS* - Physical activity supports all-round development and lays the foundation for happy, healthy, active lives. Gross and fine motor skills are developed through play and adult-led activities, building strength, balance, coordination, and spatial awareness. Fine motor control is nurtured through small world play, puzzles, arts and crafts, and tool use, supporting literacy and handwriting. Adults scaffold learning through games and outdoor play, giving children repeated opportunities to build confidence and proficiency.

*KS1* - Pupils master fundamental movement skills such as agility, balance, coordination, running, jumping, throwing, and catching. Skills are embedded through games and activities, with opportunities to explore dance, early competition, teamwork, fair play, and resilience. Pupils begin to connect skills to different sports and develop an understanding of the health benefits of exercise.

*KS2* - Pupils apply skills with increasing control and precision across a broad range of activities, including invasion games, striking and fielding, net and wall games, dance, gymnastics, athletics, and outdoor adventurous activities. They develop tactical understanding, collaboration, leadership, and the ability to evaluate performance. By Year 6, pupils are physically literate, understand the benefits of regular activity, and are prepared for secondary PE.

### **Swimming**

Year 5 pupils receive a full-term swimming programme at Dearne Valley Leisure Centre, supported by class teachers. The focus is on:

- Swimming competently over at least 25 metres
- Using a range of strokes (front crawl, backstroke, breaststroke)
- Performing safe self-rescue in water-based situations

Pupils not meeting the required standards may repeat lessons the following year.

### **Curriculum Planning and Structure**

Planning is organised into:

- *Long-Term Plan*: alternates topics half-termly for equitable access and progression tracking
- *Medium-Term Plans*: detail skill progression, tactical understanding, knowledge, and vocabulary
- *Short-Term Plans*: break lessons into progressive steps, including adaptations for inclusion

The PE Hub supports all planning, providing a progressive framework aligned with the National Curriculum.



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## **Breadth of Provision**

PE is delivered as a stand-alone subject and, where possible, integrated across the wider curriculum. Pupils receive a minimum of two hours of weekly physical activity through 2 1-hour PE lessons.

## **Teaching & Learning**

At Conisbrough Ivanhoe, we use the PE Hub scheme of work to deliver high-quality, engaging Physical Education lessons. The scheme provides clear lesson plans, knowledge organisers, videos, and visual aids, supporting staff confidence and ensuring full coverage of curriculum objectives, while allowing flexibility to meet pupils' needs.

## **Teaching Approaches**

Lessons are inclusive and purposeful, enabling all pupils to experience success. Key approaches include:

- *Modelling & Demonstration:* Skills are broken down into manageable steps using teacher and pupil modelling.
- *Scaffolding & Gradual Release:* Support is gradually reduced as confidence grows.
- *Differentiation:* Tasks are adapted by outcome, challenge, or equipment, including for pupils with SEND.
- *Questioning & Reflection:* Open-ended questions develop tactical awareness and self-evaluation.
- *Peer & Self-Assessment:* Pupils observe, give feedback, and reflect on their own performance.
- *Active Learning:* Pupils spend most lesson time moving and practising skills.
- *Competition & Cooperation:* Lessons balance collaborative and competitive elements to develop teamwork, leadership, and resilience.
- *Positive Reinforcement:* Effort is praised and celebrated to foster confidence and enjoyment.

## **Lesson Structure**

Class teachers deliver lessons to ensure personalised learning and continuity. Typical structure:

1. *Warm-Up (5–10 min):* Dynamic stretches, light aerobic activity, and skill-related games.
2. *Introduction & Objectives (5 min):* Learning objectives, success criteria, key vocabulary.
3. *Skill Development (15–20 min):* Targeted drills, scaffolded practice, differentiation, and teacher feedback.
4. *Application & Game Play (10–15 min):* Skills applied in small-sided games, focusing on teamwork and tactical awareness.
5. *Cool-Down (5–10 min):* Stretching, breathing, mindfulness, and reflection.
6. *Feedback & Reflection (5 min):* Verbal feedback, self-assessment, goal-setting, and celebration of achievements.

## **Resources & Materials**

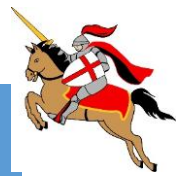
At Ivanhoe, safe, high-quality resources are essential for an engaging PE, School Sport, and Physical Activity (PESSPA) curriculum. Equipment is stored in KS1 and KS2 cupboards, with lists for easy access.

*Resources include:* sporting and gymnastics equipment, dance and creative movement props, outdoor activity apparatus, and PE Hub lesson materials.

*Management:* Pupils and staff use and care for resources responsibly. Equipment is returned tidily, safety procedures followed, and any damage reported. Resources are regularly reviewed to ensure they remain safe, suitable, and inclusive.



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## **Professional Development**

At Ivanhoe, staff professional development ensures high-quality, progressive PE teaching for all pupils.

*Targeted Training:* Staff receive training tailored to curriculum and class needs, informed by observations and feedback. Specialist support, including gymnastics, dance (with Cre8tive), and SEND provision (with SJD Coaching), ensures inclusive, confident teaching.

*Continuous Learning:* CPD is ongoing, with opportunities for lesson application, reflection, observation, team-teaching, peer mentoring, and workshops.

*Collaboration:* Staff plan, evaluate, and adapt the curriculum together, share best practice via meetings and StaffShare, and engage in local networks and School Games events to stay current and innovative.

## **Assessment & Feedback**

At Ivanhoe, PE assessment is ongoing and embedded in every lesson to monitor pupil progress in skills, knowledge, and understanding.

*Assessment Methods:* Teachers use formative assessment, observation, questioning, and peer/self-evaluation to identify strengths, address misconceptions, and tailor activities. Prior knowledge checks ensure appropriate challenges, while curriculum indicators track progression across year groups.

*Recording & Tracking:* Assessments are recorded on the EAZMAG tracker, highlighting skill gaps and informing planning.

*Feedback:* Pupils receive immediate, personalised feedback, with opportunities for reflection and goal-setting to take ownership of their learning.

## **Differentiation, Adaptive Strategies & Inclusion**

At Ivanhoe, PE is inclusive, accessible, and appropriately challenging for all pupils. Lessons are adapted to meet diverse abilities, confidence levels, and experiences, ensuring every child can progress and succeed.

*Differentiation & Adaptation:* Activities are scaffolded and adjusted for physical ability, confidence, fitness, maturity, or background. Resources, equipment, rules, and team structures are modified to support learning at multiple levels.

*Supporting Additional Needs:* Pupils with SEN receive tailored support, adapted resources, and individual targets. Dynamic risk assessments ensure a safe environment for all.

*Equality of Opportunity:* All pupils can participate in lessons, competitions, and events. Spare kit ensures no one misses out, regardless of gender, background, ability, or fitness.

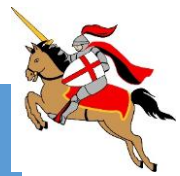
*Gifted & Talented:* Exceptional performers are identified, provided with enrichment, challenges, and guidance on sporting pathways to develop skills to the highest level.

## **Additional Provision**

Ivanhoe offers a range of additional opportunities to enhance pupils' competence, confidence, and enjoyment in PE and physical activity. Inclusive extra-curricular clubs, active lunchtimes led by Young Sports Leaders and



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staff, and the Year 5 Young Leader Award promote skill development, leadership, teamwork, and positive behaviour. Sports Week, featuring activities, workshops, trips, and Sports Days, further encourages participation, inclusion, and lifelong healthy habits. All provision is supported by qualified staff, pupil voice, and community links, ensuring accessibility for every pupil.

## **Health & Safety**

At Ivanhoe, all PE, School Sport and Physical Activity (PESSPA) follows the afPE guidance, *Safe Practice in Physical Education, School Sport and Physical Activity* (2024). Risk assessments are included in the school Health and Safety Policy, with PESSPA-specific assessments and dynamic checks conducted before each lesson.

## **Clothing & Footwear**

Pupils wear practical PE kit: plain white T-shirt, black/navy shorts or jogging bottoms, sweatshirt, and trainers or pumps. Long hair must be tied back, small stud earrings may be worn if taped, and no other jewellery is allowed. Classroom or playground activities may be done in school uniform. Staff wear appropriate sports kit, and any religious or cultural clothing requirements are managed sensitively.

## **Safeguarding**

Safeguarding procedures are followed at all times:

- KS1 and KS2 pupils attend school in PE kit on activity days; EYFS change in classrooms under staff supervision.
- Photography is only used with parental consent.
- Physical contact is only used when necessary for safety, skill development, injury treatment, or supporting SEND pupils. Pupils are always informed, and support occurs in an open environment.

## **Impact**

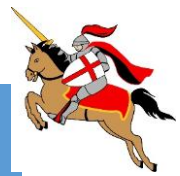
At Ivanhoe, the impact of our PE curriculum is measured through pupil progress in skills, knowledge, and understanding, as well as engagement, confidence, and enjoyment of physical activity. By the end of each key stage, pupils demonstrate development across multiple areas:

### **Pupil Outcomes:**

- *Knowledge:* Pupils understand the benefits of regular physical activity for physical and mental health, the rules, strategies, and tactics of various sports, safety practices, and the transferability of skills across activities.
- *Skills:* Pupils demonstrate competence in fundamental movement skills (running, jumping, throwing, catching, balance, coordination), sport-specific techniques across a range of activities, tactical awareness, teamwork, leadership, and self-management.
- *Understanding:* Pupils value healthy, active lifestyles, social-emotional benefits such as resilience, determination, respect, and self-confidence, and appreciate inclusivity, diversity, and fairness in sport.
- *Swimming:* Year 5 pupils achieve 25m proficiency, demonstrate multiple strokes, and can perform safe self-rescue. Those not meeting the standard receive additional lessons.
- *Participation:* All pupils engage in at least two hours of physical activity per week, combining lessons, initiatives, and Young Sports Leaders sessions.

### **Assessment & Monitoring:**

- Formative assessment occurs in every lesson through observation, questioning, and skill-specific drills.
- Peer and self-assessment encourage reflection and responsibility.



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- Summative assessment via the EAZMAG tracker measures attainment against National Curriculum objectives and PE Hub statements, identifying gaps and informing lesson planning.
- Pupil voice and engagement data shape curriculum delivery, differentiation, enrichment, and targeted interventions.

## **Teacher Reflection & Professional Development:**

- Staff reflect after lessons on effectiveness, engagement, and skill progression.
- Peer observations, collaborative planning, team-teaching, and external CPD ensure consistent, high-quality teaching.
- Regular observation by the PE lead informs targeted CPD and curriculum improvement.

## **Whole-School Impact:**

- PE supports wellbeing, resilience, confidence, and positive attitudes to learning, benefiting behaviour and engagement across the school.
- Leadership opportunities, such as Young Sports Leaders, develop organisation, communication, and responsibility.
- Cross-curricular links reinforce learning in maths, science, PSHE, English, ICT, and creative arts.
- Participation in competitions, festivals, and school events promotes school ethos, community engagement, and inclusivity.

## **Community & Parental Engagement:**

- Parents receive information about lessons, events, and initiatives, and are invited to Sports Day, competitions, and workshops.
- Home-school links encourage active lifestyles through family challenges and fitness suggestions.
- Achievements are celebrated in-school and shared publicly, promoting motivation, confidence, and pride.

## **PE & Sport Premium Funding:**

- Funding is used strategically to enhance participation, skill progression, staff CPD, competitive opportunities, inclusion, and wellbeing.
- Its impact is evaluated through pupil engagement, physical activity levels, skill development, staff confidence, participation in competitions, and long-term sustainability of provision

### Policy & Document links:

- PSHE Programme of Study
- Sports Premium Action Plan
- Health & Safety policy