

Physical Education and School Sport Policy



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Intent

At Nansledan School, we believe that Physical Education is an essential part of every child's education and contributes significantly to their physical, social, emotional, cognitive and personal development.

Our curriculum is designed to develop physically literate pupils who have the motivation, confidence, competence, knowledge and understanding to value and take responsibility for engaging in physical activity throughout their lives. Through high-quality teaching and meaningful experiences, we aim to ensure that all children develop the skills and positive attitudes necessary to lead healthy, active lifestyles both now and in the future.

Our curriculum is underpinned by the principles of REAL PE and supported by Oak National Academy resources. Through this approach, pupils develop fundamental movement skills, physical competence, resilience, collaboration and self-belief whilst experiencing a broad range of physical activities.

At Nansledan School, we strive to ensure that all pupils:

- Enjoy participating in physical activity and sport.
- Experience success and challenge at an appropriate level.
- Develop competence across a broad range of physical activities.
- Build confidence, resilience and independence.
- Learn to cooperate, compete fairly and show respect for others.
- Develop leadership, teamwork and communication skills.
- Understand the importance of physical activity for physical and mental wellbeing.
- Have opportunities to participate in competitive and non-competitive activities.
- Develop the knowledge and skills required to lead healthy and active lives.

We are committed to ensuring that every child, regardless of background, ability, gender, disability or additional need, can access and succeed within PE and school sport.

Aims

The aims of Physical Education at Nansledan School are to:

- Promote healthy, active lifestyles.
- Develop physical literacy through a broad and balanced curriculum.
- Foster positive attitudes towards participation and lifelong involvement in physical activity.
- Develop physical competence, confidence and health-related fitness.
- Encourage creativity, problem-solving and decision-making.
- Enable children to work cooperatively and competitively.
- Promote fairness, honesty, respect and sportsmanship.
- Develop leadership and communication skills.
- Support pupils' emotional wellbeing and resilience.
- Ensure all pupils receive at least two hours of high-quality PE each week.
- Provide opportunities for pupils to participate in a range of enrichment, competitive and recreational activities.

Objectives

Through Physical Education, pupils will:

- Develop agility, balance and coordination.
- Acquire and refine fundamental movement skills.
- Apply physical skills in a variety of sporting contexts.
- Develop tactical awareness and decision-making.
- Improve strength, stamina, flexibility and overall fitness.
- Understand how exercise affects physical and mental health.
- Evaluate and improve their own performance.
- Develop leadership and officiating skills.
- Demonstrate positive attitudes towards participation and challenge.
- Access opportunities to participate in sport both within and beyond school.

Implementation

All pupils receive a minimum of two hours of timetabled PE each week.

Our curriculum is delivered through:

- REAL PE
- Oak National Academy PE resources
- Teacher expertise and professional judgement
- Carefully selected external specialists where appropriate
- Swimming instruction
- Outdoor learning opportunities
- Competitive and non-competitive sporting experiences

REAL PE forms the foundation of our curriculum and develops pupils across six key areas:

- | | | |
|------------|-------------|----------------------|
| • Personal | • Cognitive | • Physical |
| • Social | • Creative | • Health and Fitness |

Lessons are progressive and carefully sequenced to ensure knowledge, skills and understanding build over time.

The curriculum covers all aspects of the National Curriculum, including:

- | | |
|--------------|--------------------------------------|
| • Athletics | • Games |
| • Dance | • Outdoor and Adventurous Activities |
| • Gymnastics | • Swimming and Water Safety |

Teachers adapt learning using the STEP framework (Space, Task, Equipment, People) to ensure all pupils can access learning and experience success.

PE lessons are delivered by class teachers and, where appropriate, supplemented by specialist sports coaches and external providers. Wherever external expertise is used, teachers remain actively involved to develop their own subject knowledge and ensure sustainable improvements in teaching provision.

Physical Activity and Healthy Lifestyles

At Nansledan School, we recognise that PE lessons alone are insufficient to achieve recommended activity levels.

We aim for all pupils to engage in at least 30 minutes of physical activity during the school day through:

- Active playtimes and lunchtimes
- Outdoor learning
- Active lessons
- Movement breaks
- Daily physical activity initiatives
- Extra-curricular clubs
- Playground leadership opportunities
- Sporting events and festivals

Through our curriculum and wider school provision, we encourage pupils and families to work towards the Chief Medical Officers' recommendation of at least 60 minutes of physical activity each day.

Healthy eating and healthy lifestyle messages are reinforced through PE, PSHEE, science and wider curriculum opportunities.

Values and Attitudes

At Nansledan School, Physical Education promotes:

- Respect for self and others.
- Teamwork and collaboration.
- Resilience and perseverance.
- Leadership and responsibility.
- Creativity and confidence.
- Fairness and honesty.
- Pride in achievement and effort.

Children are encouraged to evaluate their own performance, support their peers and celebrate success at all levels.

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

Nansledan School is committed to securing sustainable improvements in the quality of Physical Education, School Sport and Physical Activity (PESSPA) for all pupils.

The school will utilise available government funding, partnership support and wider opportunities to enhance the quality of Physical Education, increase participation in physical activity and sport, and improve outcomes for all children. This includes engagement with national and local initiatives, sporting organisations, community partners and the emerging PE and School Sport Partnerships Network.

Funding and support are used strategically to:

- Support all pupils to lead healthy, active lives.
- Increase participation in regular physical activity.
- Improve pupils' physical health, mental wellbeing and personal development.
- Develop staff confidence, knowledge and expertise in PE.
- Provide a broad and inclusive range of physical activities and sporting experiences.
- Strengthen links with local clubs and community organisations.
- Promote lifelong participation in physical activity.
- Create sustainable improvements that have a lasting impact on pupils and staff.

The school evaluates provision and development against the following priorities:

1. Increasing engagement in regular physical activity.
2. Raising the profile of Physical Education, School Sport and Physical Activity across the school.
3. Increasing staff confidence, knowledge and skills in teaching PE.
4. Providing a broader and more inclusive range of sports and physical activities.
5. Increasing participation in competitive, inclusive and enriching sporting opportunities.

Particular consideration is given to improving participation, engagement and outcomes for:

- Girls
- Pupils with SEND
- Disadvantaged pupils
- Less active pupils
- Pupils who may face barriers to participation

The impact of funding and support is reviewed annually through participation data, pupil voice, assessment information, staff feedback and wider school improvement priorities. Findings are used to inform future planning and continuous improvement.

The school will publish information relating to Physical Education, School Sport and Physical Activity funding in accordance with Department for Education requirements.

EYFS

Physical Development is one of the prime areas of learning within the Early Years Foundation Stage.

Children are provided with daily opportunities to develop both gross and fine motor skills through structured teaching, purposeful play and access to outdoor learning environments.

Gross Motor Skills

Children develop:

- Strength
- Balance
- Coordination
- Agility
- Spatial awareness

Through activities such as:

- Running
- Jumping
- Climbing
- Balancing
- Throwing and catching
- Dance and movement activities

Fine Motor Skills

Children develop:

- Hand strength
- Dexterity
- Coordination
- Precision and control

Through activities including:

- Mark making
- Writing
- Construction
- Tool use
- Manipulative tasks

Reception children have access to daily physical development opportunities and two timetabled PE lessons per week.

National Curriculum - Purpose of study

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. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

National Curriculum - Aims

The national curriculum for PE aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement pattern

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders, handball and tennis) and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics)

- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming

The school fulfils the National Curriculum requirement to provide swimming and water safety instruction.

Swimming provision aims to ensure pupils can:

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

Swimming is provided primarily in Years 3 and 4, with additional intervention and top-up provision available for pupils who have not met National Curriculum expectations by the end of Key Stage 2.

Impact

The impact of our curriculum is demonstrated through pupils who:

- Enjoy participating in physical activity.
- Demonstrate confidence and competence across a range of physical activities.
- Show resilience when facing challenge.
- Work effectively both independently and collaboratively.
- Demonstrate leadership and responsibility.
- Understand the importance of maintaining healthy, active lifestyles.
- Participate positively in competitive and non-competitive environments.
- Appreciate the physical, social and emotional benefits of being active.

By the time pupils leave Nansledan School, they will possess the motivation, confidence, competence, knowledge and understanding needed to lead healthy, active lives and continue participating in physical activity beyond primary school.

PE Dress Code

All pupils are expected to wear appropriate PE kit to ensure safe participation and readiness for physical activity.

The standard PE kit consists of:

- Burgundy PE T-shirt
- Black shorts
- Suitable trainers for outdoor activities
- Tracksuit bottoms and sweatshirt/jumper during colder weather where appropriate

For gymnastics and certain indoor activities, pupils may work barefoot where it is safe and appropriate to do so. Where children require alternative footwear for medical reasons, parents/carers should inform the school and provide supporting medical advice where necessary.

Spare PE kit is available to support pupils who do not have access to suitable clothing. Staff will work positively with families to remove barriers to participation.

When religious or cultural practices require adjustments to PE clothing, reasonable adaptations will be made provided they do not compromise health and safety.

To ensure safety during lessons:

- Jewellery must be removed before PE lessons.
- Watches and smart devices must not be worn.
- Long hair must be tied back.
- Hard hair accessories should not be worn.
- Earrings should be removed wherever possible. Where removal is not possible, they must be appropriately covered in line with current school procedures and risk assessment guidance.

Staff are expected to model appropriate standards by wearing suitable clothing when teaching PE and physical activity.

Health and Safety

Nansledan School is committed to providing a safe environment in which all pupils can participate confidently in physical activity.

The school follows current health and safety guidance from the Association for Physical Education (afPE), school trust policies and local authority procedures.

To ensure safe practice:

- Risk assessments are undertaken where appropriate.
- Pupils are taught to recognise, manage and reduce risk within physical activity.
- Staff receive appropriate training and guidance.
- First aid equipment is readily available and procedures are known by all staff.
- Medical information relating to pupils is shared appropriately with relevant adults.
- Inhalers and other essential medical equipment remain accessible during PE lessons.
- Equipment is checked regularly and any faulty equipment is removed from use immediately.
- Fixed apparatus is inspected in accordance with statutory requirements.
- Staff visually check facilities and equipment before use.

Pupils are taught to:

- Move and carry equipment safely.
- Use apparatus correctly.
- Follow safety instructions.
- Consider their own safety and the safety of others.
- Work responsibly within indoor and outdoor learning environments.

Staff are responsible for ensuring activities are appropriately matched to pupils' abilities and that suitable adaptations are made to support safe participation for all learners.

Teaching and Learning

All planning is aligned with the National Curriculum for Physical Education and informed by the needs, interests and prior experiences of our pupils.

Our curriculum is built around **REAL PE** and supported by **Oak National Academy** resources. These provide progressive, inclusive and engaging learning experiences that develop pupils' physical literacy through the six REAL PE areas:

- Personal
- Social
- Cognitive
- Creative
- Physical
- Health & Fitness

Teachers may also draw upon resources from the **Youth Sport Trust**, **School Games** and professional sporting organisations to enrich curriculum delivery and provide additional opportunities for learning.

A curriculum map outlines the progression of knowledge, skills and experiences across each year group. Learning is sequenced to ensure pupils build upon prior knowledge and develop increasing competence, confidence and independence as they move through the school.

In the Early Years Foundation Stage, children develop fine and gross motor skills through a combination of structured teaching, purposeful play and continuous provision. Pupils are provided with a wide range of opportunities to develop movement, coordination, balance, strength and spatial awareness both indoors and outdoors.

In Key Stage 1, pupils are taught fundamental movement skills through units of work that include:

- Games
- Gymnastics
- Dance
- Athletics

In Key Stage 2, pupils continue to develop and apply these skills through:

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and Adventurous Activities (OAA)
- Swimming

Lessons are adapted using the **STEP principle** (Space, Task, Equipment and People) to ensure all pupils can access learning, experience success and be appropriately challenged.

Teachers use a variety of teaching approaches, including:

- Direct instruction
- Guided discovery
- Cooperative learning
- Problem-solving activities
- Personal challenge
- Self and peer evaluation

Learning experiences encourage pupils to think independently, make decisions, solve problems and reflect on their performance in order to improve.

Where appropriate, technology may be used to support learning through video analysis, performance evaluation, pupil reflection and teacher assessment.

PE lessons are delivered primarily by class teachers and may be enhanced by carefully selected specialist coaches and external providers. Where external expertise is used, teachers remain actively involved in lessons to develop their own subject knowledge and ensure sustainable improvements in teaching and learning.

Swimming is provided as part of the curriculum and supports pupils in achieving the National Curriculum expectations for swimming and water safety.

The school seeks to provide a balance of competitive and non-competitive activities, ensuring that all pupils develop the confidence, competence, knowledge and motivation required to lead healthy, active lives beyond primary education.

Assessment

Assessment is ongoing and forms an integral part of teaching and learning.

Teachers assess pupils through:

- Observation
- Questioning
- Self-assessment
- Peer assessment
- Performance outcomes
- Pupil voice

Assessment within REAL PE supports progress tracking across the six key areas of learning:

- Personal
- Social
- Cognitive
- Creative
- Physical
- Health and Fitness

Assessment information is used to:

- Inform future planning.
- Identify pupils requiring support or challenge.
- Monitor progress.
- Report attainment to parents and carers.
- Evaluate curriculum effectiveness

Swimming achievement data is monitored annually in line with statutory reporting requirements.

Inclusion

All pupils are entitled to access a broad, balanced and challenging PE curriculum regardless of:

- Ability
- Disability
- Gender
- Race
- Religion
- Culture
- Background

Teaching is adapted to ensure all pupils can participate fully and achieve success.

Strategies may include:

- Adapted equipment
- Modified activities
- Flexible grouping
- Additional adult support
- Visual prompts and demonstrations
- Personalised learning outcomes

Pupils with SEND are supported to access all areas of the curriculum and appropriate challenge is provided for higher-attaining pupils through leadership, officiating and advanced performance opportunities.

Cross-Curricular PE

PE has extensive links to most areas of the curriculum allowing for cross curricular teaching. Below are some examples:

Maths

- Counting and using the four rules when scoring games.
- Recording time, using stopwatches when running over variable distances, or time keeping games.
- Measuring distances when throwing and jumping.
- Degrees of release in throws and bowling.
- Shape, position and compass bearings.
- Graphical representation of data.

English

- Communicating with others.
- Providing structured feedback.
- Learning of key vocabulary.
- Recount/reports and instructions.

Science

- The effects of exercise on the body including pulse rates.
- Developing an understanding of momentum and how it helps to build force and enable rolls.
- Learning the names of muscles in body tension exercises.
- Exploring weight transfer for jumping and throwing for distance.

Geography

- Reading maps to navigate around a course.
- Learning how to orientate a map and use compass bearings.

Music

- Expressing an understanding of rhythm through movement.
- Counting music to create movement.
- Counting to stay in time with music and a group.

PSHE

- Developing leadership skills when coaching others.
- Developing relationships through partner and group work.

- Understanding the need to follow rules and play fairly.
- Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.

Computing

- Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills.
- Videos of professional/skilled athletes are also used to help develop good technique.

After-School Learning and Enrichment

Nansledan School aims to provide a broad, inclusive and engaging programme of extra-curricular sport and physical activity opportunities.

The programme is designed to:

- Increase participation in physical activity.
- Broaden pupils' sporting experiences.
- Develop skills beyond curriculum provision.
- Promote enjoyment and lifelong participation in sport and physical activity.
- Support physical and mental wellbeing.
- Increase opportunities for leadership and personal development.

Pupil voice is used annually to help shape the extra-curricular offer and ensure activities meet the interests and needs of our pupils.

The school seeks to provide opportunities for all pupils, regardless of ability, background, gender, or previous experience.

Where possible, clubs and activities will provide pathways to local community clubs and organisations, helping pupils continue participation outside school.

External providers working within school must:

- Hold appropriate qualifications where required.
- Have completed relevant safeguarding and DBS checks.
- Follow school safeguarding procedures.
- Work under the oversight of designated school staff.

Participation is monitored to ensure equality of access and to identify groups requiring additional support or encouragement.

The school continues to work closely with Newquay Sports Network, Aspire Academy Trust, School Games and local sporting organisations to provide a wide range of events, festivals and competitive opportunities.

Newquay Sports Network (NSN)

Nansledan School is an active member of the Newquay Sports Network. Through this partnership, pupils access a wide range of sporting, leadership and enrichment opportunities designed to increase participation, raise aspirations and promote lifelong engagement in physical activity. Nansledan School maximises opportunities for children to take part in a range of events that are organised by NSN and other providers.

Educational Visits, Competitions and Evolve

All educational visits, sporting fixtures, festivals and off-site activities are planned in accordance with school visit procedures and the Evolve educational visits system.

Appropriate risk assessments will be completed for all activities taking place away from the school site.

Where required:

- Visits will be approved by the Educational Visits Coordinator and Headteacher.
- Risk assessments will be shared with accompanying adults.

- Medical and safeguarding information will be available to relevant staff.
- Emergency procedures will be established and communicated.

Where events are organised by external providers, their risk assessments will be reviewed alongside school procedures to ensure all appropriate control measures are in place.

Transport arrangements will be risk assessed and reviewed regularly.

Participation in educational visits and sporting events is viewed as an important part of the school's wider Physical Education and Personal Development offer.

Children Representing the School

The school values and celebrates all pupils who represent Nansledan School in sporting events, festivals and competitions.

Representation opportunities may include:

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| • Inter-school competitions | • Inclusion festivals |
| • School Games events | • Sporting leadership opportunities |
| • Newquay Sports Network activities | • Community sporting events |

The school aims to ensure opportunities are available to a wide range of pupils and not solely those demonstrating high sporting performance.

Achievements and participation may be recognised through:

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|---------------------------|---|
| • Celebration assemblies | • School website features |
| • Certificates and awards | • Social media platforms where parental consent has been provided |
| • School newsletters | |

Participation data is monitored to support equality of opportunity and wider participation across the school.

Roles and Responsibilities

The PE Lead

The PE Lead is responsible for:

- Leading the strategic development of Physical Education, School Sport and Physical Activity (PESSPA).
- Supporting the implementation of the PE curriculum.
- Monitoring the effectiveness of REAL PE and Oak National Academy resources.
- Supporting staff development through coaching, CPD and professional dialogue.
- Monitoring curriculum coverage, progression and assessment.
- Conducting learning walks, lesson visits, pupil voice activities and curriculum reviews.
- Auditing and managing PE resources.
- Supporting the effective use of available PESSPA funding and partnership resources.
- Completing and publishing any statutory Physical Education, School Sport and Physical Activity reporting required by the Department for Education.
- Maintaining links with external partners, sporting organisations and trust colleagues.
- Supporting inclusive practice across the curriculum.

Teachers

Teachers are responsible for:

- Delivering high-quality PE lessons.
- Creating safe and inclusive learning environments.
- Adapting lessons appropriately to meet pupils' needs.
- Assessing and monitoring pupil progress.
- Promoting positive attitudes towards physical activity.
- Following school policies and health and safety procedures.

Senior Leaders

Senior leaders are responsible for:

- Supporting the strategic development of PE and school sport.
- Monitoring curriculum quality and standards.
- Ensuring appropriate allocation of resources and funding.
- Supporting staff development and wellbeing.

Headteacher

The Headteacher is responsible for:

- Ensuring statutory curriculum requirements are met.
- Supporting the effective implementation of this policy.
- Monitoring the impact of PESSPA provision, funding and partnership support.

- Ensuring appropriate staffing, resources and professional development opportunities.

Governors/Hub Council

The governing body or Hub Council is responsible for:

- Monitoring the effectiveness of the PE curriculum.
- Holding leaders accountable for outcomes and provision.
- Monitoring the impact of Physical Education, School Sport and Physical Activity provision and associated funding.
- Supporting strategic development of Physical Education and School Sport.

Parents and Carers

Parents and carers can support Physical Education by:

- Ensuring children bring appropriate PE kit.
- Supporting participation in lessons and events.
- Informing the school of any medical needs affecting participation.
- Encouraging active lifestyles beyond school.
- Supporting sporting events and celebrations where possible.

Review

This policy will be reviewed on a two-year cycle, or sooner if significant changes are made to national guidance, curriculum requirements or school practice.

Reviewed by: Mr Ben Humberstone

Date: September 2026

