



## Ripon Grammar School

### PESSPA (Physical education, school sport and physical activity) Policy

#### **Introduction**

Our intention at Ripon Grammar School is to ensure that PESSPA is experienced regularly, in a safe and supportive environment, as it is a unique and vital contributor to a student's physical development and well-being. PESSPA is the only subject whose primary focus is on the body; it uniquely addresses the physical development aim of the curriculum and makes a significant contribution to the spiritual, moral, social and cultural development of young people. Through Ripon Grammar School's high quality physical education programme, our students will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

#### **1. Policy**

The school's aims for PESSPA are for our students to:

- participate and develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk
- build confidence and resilience to try hard and make progress across all activities
- enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school
- be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them
- develop their physical well-being 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.

#### **2. Procedures**

##### **2.1 Implementation – Curriculum:**

All students are entitled to a progressive and comprehensive physical education programme that embraces current Statutory Orders of the National Curriculum (England) and takes into account individual interests and needs.

Our curriculum provides activities to promote a broad base of movement knowledge and skills, placing students in cooperative, collaborative situations that aim to cater for the preferences, strengths and needs of every student. We will develop their creative and expressive abilities, and provide situations where students work independently, in pairs and

in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being. It is inclusive, and every student has equal access irrespective of their age, gender and cultural or ethnic background.

- All students aged 11-18 have the opportunity to take part in timetabled PE and Games lessons. These lessons focus on fitness and team work as well as improving the skills involved in the activity.
- Students aged 11-13 have 2 hours and 40 minutes of compulsory physical activity each week while students aged 14 – 16 have 2 hours a week.
- Students aged 16-18 have the opportunity to spend 1 hour 20 minutes each week of curriculum time engaged in organised physical activity.
- Students are taught about the importance of physical activity in Games, PE and PSHCE lessons in years 7 - 11.

## **2.2 Implementation – Out of School Hours Learning:**

The aims of the out of school hours learning (OSHL) programme are to **extend** and **enrich** the work being done during curriculum PESSPA and to provide students with opportunities to enable them to develop further the skills they need better to access curriculum PESSPA. The programme reinforces the importance of keeping physically active in order to lead a healthy lifestyle.

At Ripon Grammar School, all OSHL opportunities are developed in consultation with students, and the programme:

- provides a balance of competitive and non-competitive activities through intra- and inter-school events
- ensures that every student is offered the opportunity to attend a minimum of one OSHL activity each week
- ensures that the school regularly participates in school sport partnership (SSP) and county-wide events that promote competitive opportunities and physical activity.

To ensure the quality and sustainability of the OSHL programme, the school:

- utilises qualified and experienced teaching staff and implements quality assurance through the subject leader
- ensures that the subject leader takes responsibility for forging strong local community club links
- informs students and parents of the range of OSHL opportunities.

A timetable of Ripon Grammar School's OSHL activities can be found on student email and PE noticeboards and the school website.

### **2.3 Teaching and Learning:**

The organisation of PESSPA in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age-appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively.

The planning and delivery of each unit of work in the scheme is adapted by individual teachers to provide appropriate challenge for all students, to extend those who are more able and provide appropriate levels of support in order for all students to make progress.

### **2.4 Staff Development:**

Appropriate professional development for all staff ensures secure PESSPA subject knowledge, consistency and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught in PESSPA.

Opportunities for the development of all Ripon Grammar School staff is provided in order to enhance the quality of PESSPA within the school.

### **2.5 Assessment and Recording:**

Students' work is assessed throughout each unit of work using formative and summative assessment methods. Students' progress is monitored by the individual class teacher who uses these methods to set realistic targets for individual students, based on their strengths and weaknesses. At the end of each unit, an indication of the progress that they have made is recorded. This allows an overview of all progress made over the academic year.

### **2.6 Equal Opportunities, Gifted and Talented, and Inclusion:**

Every student has equal access to national curriculum PESSPA. At Ripon Grammar School, learning experiences are differentiated to meet the specific needs of individuals and groups of students, including those who have diverse SEND, gifted and talented students and those who have English as an additional language. A "can-do contract" is devised through discussion between teachers, support staff, parents and, where relevant, specialist medical staff.

Lesson planning, delivery and assessment aim to ensure that students are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

Any classroom support provided must extend into PESSPA lessons as appropriate. Teachers and adults other than teachers (AOTTs) working with children are made aware of any students who have special educational needs or medical conditions. The special educational needs coordinator (SENCO) liaises with staff to ensure all students' needs are met in relation to teaching and learning in PESSPA.

Students' achievements at school, county level and beyond are celebrated by announcements in assembly, lower school colours awarded at the end of KS3, upper school colours at the end of KS4 and senior school colours in KS5. Students can also be awarded a performance tie which they can wear instead of their usual school tie.

## 2.7 Differentiation:

PESSPA at Ripon Grammar School complies with the three basic principles for inclusion in that it:

- sets suitable learning challenges
- responds to students' diverse learning needs
- strives to overcome potential barriers to learning and assessment for individuals and groups of students.

Actions necessary to respond to an individual's requirements for curriculum access are taken in the form of greater differentiation of tasks and materials, consistent with school-based intervention aligned to current accepted practice.

## 2.8 Safety Issues – Safe Teaching, Teaching Safety:

Ripon Grammar School follows the PESSPA guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PESSPA and should be referred to regarding any aspect of health and safety.

A copy of the current edition of the afPE Safe Practice in PESSPA is located in the staffroom.

## 2.9 Risk Assessment/Managing Risk:

Good teaching and therefore safe teaching in PESSPA are achieved where a balance between appropriate challenge and acceptable risk is maintained and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as “**forethought**”, is an essential part of effective teaching, managing and learning.

Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed.

Risk assessments for PESSPA can be found in the Staff Onedrive.

Teachers are also encouraged to carry out dynamic risk assessments prior to every PESSPA lesson. This will involve an overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or an alternative approach should be used.

## 2.10 PESSPA KIT:

Students should wear clothing that is **fit for purpose** according to the PESSPA activity, environment and weather conditions.

Long hair worn by students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

**In hot weather**, protection from the sun is advisable.

### 2.10.1 Religious and cultural clothing

To maximise safe and meaningful participation, the school and staff uses sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

### 2.10.2 Clothing for PESSPA – staff

Clothing and **correct attire** for a particular PESSPA activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to **change** into appropriate clothing for teaching PESSPA. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery at the very least, should always be undertaken.

### 2.10.3 Personal effects, including jewellery and cultural or religious adornments

Personal effects, such as jewellery (including body piercings), religious artefacts, watches, hair slides, and sensory aids should be **removed** to establish a safe working environment.

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to a student being unable to remove personal effects.

**Disclaimers from parents about the wearing of any item of jewellery by a student will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.**

## 2.11 Changing Provision:

This principle is about ensuring **dignity, decency and privacy**, where needed, be it for reasons of physical development or other individual needs.

## 2.12 Equipment and Resources:

The majority of PESSPA equipment is stored securely in the designated teaching area. The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of students in order to enhance learning.

Students are encouraged to:

- look after resources
- use different resources to promote learning
- return all resources tidily and to the correct place (with staff supervising)
- learn any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PESSPA subject leader as soon as possible. Any piece of apparatus where damage is observed that could cause injury must be isolated from use and reported. No groups or individuals should be able to access the resource until such time as it is made safe.

### 2.13 PESSPA Facilities

- Sports Hall with climbing wall
- Indoor swimming pool
- Large school fields which are used for formal and informal games practice at lunchtimes and after school
- Basketball court
- Tennis/netball courts
- Astroturf for hockey and football
- Gym
- 3G pitch

## 3. Responsibilities

### 3.1 Monitoring of Standards of Teaching and Learning:

Subject monitoring and evaluating is carried out by the subject leader with support from the school leadership team where appropriate. The school utilises the following strategies and measures in order to evaluate standards in PESSPA:

- observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- assessment of student progress and achievement
- self-evaluation of the subject in relation to PESSPA.

### 3.2 Support Staff:

These include cover supervisors, classroom assistants, teaching assistants, HLTs, learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers.

Additional support staff will be used during curriculum and non-curriculum time in order to:

- support the delivery of high quality PESSPA
- enrich or enhance an activity students are undertaking
- provide training opportunities for staff linked to PESSPA
- provide additional opportunities for OSHL

All adults supporting learning (ASL) and coaches receive appropriate access to relevant training and support to ensure their knowledge and understanding of delivering curriculum PESSPA are in line with current statutory requirements and recommended good practice.

**No ASL should operate independently.** They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL. When setting cover lessons and activities staff should use professional judgement as well as liaising with other department members to ensure appropriate facilities, groupings and tasks.

### **3.3 External sports Coaches:**

The Head Teacher always maintains responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of ASL and coaches.

The class teacher always maintains overall responsibility for what is taught and the conduct, health and well-being of the students.

### **3.4 Link Governor:**

It is best practice to have a nominated governor or trustee with whom the PESSPA subject leader liaises on all matters to do with PESSPA.

Our PESSPA link governor is Curriculum Governors – Chair – Eric Medway.

**AJ Milner**

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