

**The  
Ultimate PE  
Leader Pack**



**PHYSICAL EDUCATION & ACTIVE KIDS**

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## Introduction

**Calling all physical education teachers. We know how hard it can be to meet all the PE requirements within your school. So Physical Education and Active Kids (PEAK) have created this useful booklet to guide you through the elements you need to have in your PE curriculum. The booklet is split into 3 different sections:**

- **Physical Education Delivery**
- **Finance and Administration**
- **Whole School Culture**

## **PE, School Sports and Physical Education Delivery**

**It is important that you deliver Physical Education to a high standard, as when it comes to Ofsted inspections this is what your school Physical Education will be judged on. There are some key elements that when combined will create a high standard lesson. The key elements range from long term planning, efficient lesson planning and delivery.**

**PEAK therefore have created templates and examples to support with the development and delivery of you Physical Education lessons. Please see below for further details regarding each template, example and additional resource.**

# Example Curriculum Term Plan

A curriculum plan is a vital tool to use as it helps with your PE planning. The plan sets out what unit you're going to teach, and the content inside that unit. It also helps you map out when each topic will be taught. Below is an example of a blank & then completed curriculum term plan.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

# Completed Curriculum Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Fundamental movements and spatial awareness	Movements and dance	Fundamental movements skills: Agility, Balance and coordination	Gymnastics	Multi skills: hand eye/foot eye coordination	Athletics
Year 1	Gymnastics	Dance	Sending and receiving: catching	Fundamental movement skills: Agility, balance and coordination	Fundamental movements skills: agility and balance	Athletics
	Fundamental movements skills: spatial awareness	Sending and receiving: throwing	Multi skills: Hand eye coordination	Multi skills: Foot eye coordination	Attacking and defending	Attacking and defending
Year 2	Gymnastics	Dance	Sending and receiving: catching	Fundamental movement skills: Agility, balance and coordination	Fundamental movements skills: agility and balance	Athletics
	Fundamental movements skills: spatial awareness	Sending and receiving: throwing	Multi skills: Hand eye coordination	Multi skills: Foot eye coordination	Net and wall: introduction to Tennis	Striking and fielding: cricket
Year 3	Gymnastics	Dance	Invasion games: Handball	Striking and fielding: rounders	Net and wall: Tennis	Athletes
	Fundamental movements skills: spatial awareness	Invasion games: Hockey	Invasion games: Basketball	Team games and competition	Outdoor Adventure: Problem solving and communication	Striking and fielding: Cricket
Year 4	Gymnastics	Dance	Invasion games: handball	Striking and fielding: rounders	Net and wall: tennis	Athletics
	Invasion games: football	Invasion games: hockey	Invasion games: basketball	Team games and competition	Outdoor Adventure: Problem solving and communication	Attacking and defending
Year 5	Gymnastics	Dance	Invasion games: basketball	Striking and fielding: rounders	Net and wall: Tennis	Athletics
	Invasion games: football	Invasion games: Tag Rugby	Invasion games: Lacrosse	Team games and competition	Outdoor Adventure: Team building and orienteering	Attacking and defending
Year 6	Gymnastics	Dance	Invasion games: basketball	Striking and fielding: rounders	Net and wall: Tennis	Athletics
	Invasion games: football	Invasion games: Tag Rugby	Invasion games: Lacrosse	Team games and competition	Outdoor Adventure: Team building and orienteering	Attacking and defending

# Example PE Lesson Plan

Below is a template and an example of a completed version of a PE lesson plan. We know that some schools and teachers will have their own methods of planning a lesson, however, by using this format it will allow you to include all required aspects in your PE lesson.

<b>Year group:</b>		<b>Topic:</b>	
<b>Lesson objective:</b>		<b>Cross Curricular links:</b>	
<b>Equipment needed:</b>		<b>Cool down:</b>	
<b>Warm up</b>		<b>Main</b>	
<b>Linked</b>		<b>Next step</b>	
<b>Description</b>		<b>Description</b>	
<b>Teacher Tips</b>		<b>Teacher Tips</b>	
<b>Teaching Points</b>		<b>Teaching Points</b>	
<b>Progression</b>		<b>Progression</b>	
HA		HA	
LA		LA	

# Completed PE Lesson Plan

<b>Year group:</b> Year 1		<b>Topic:</b> Invasion Games					
<b>Lesson objective:</b> To be able to throw a ball/beanbag with accuracy To be able to show an awareness of space		<b>Cross Curricular links:</b>					
<b>Equipment needed:</b> Beanbags, variety of soft balls & cones.		<b>Cool down:</b> Children demonstrate some of the throws they have attempted today. Which types of throw is hardest. Which throw is the best in order to throw a ball at distance?					
Warm up		Main		Linked		Next step	
<p>'Mr. Frostie and Mrs. Sunshine' - Children to travel around the area in a variety of ways e.g. running, bouncing or skipping. When the teacher calls 'Mr. Frostie' pupils FREEZE. When the teacher calls 'Mrs Sunshine' pupils travel. Repeat several times encouraging the children to travel in different ways across a space.</p> <p><b>Teacher Tips</b> When 'Mr. Frostie' is called, make sure the children stop and freeze with control on a solid base (2 footed or on all fours).</p> <p><b>Teaching Points</b> Remind children to look for space and travel towards that space when moving around the area.</p> <p><b>Progression</b> Vary the times between shouting 'Mr. Frostie' and 'Mrs. Sunshine' 3, 5 or 7 seconds between calls</p>		<p>'Throw to Space' - Children should be given the opportunity to choose from a variety of different soft throwing objects (Beanbags and soft balls). In their space, children explore as many different throws as possible (overarm, underarm, overhead, chest pass etc.). After they throw the bean bag/soft ball into space, they must collect it and attempt a different throw</p> <p><b>Teacher Tips</b> Allow the children to demonstrate some different throws in front of other children.</p> <p><b>Teaching Points</b> Children to follow through after their throw towards the space they are aiming for.</p> <p><b>Progression</b> How many different ways of throwing can you think of?</p>		<p>'Throw in a Circle' - Children to be put into groups of 5 or 6, they must then stand in a circle about 1 metre apart from one and other with one ball/bean bag per group. On the teacher's command, the child with the ball must call another child's name and then throw the ball to them. The child that receives the ball then repeats the process</p> <p><b>Teacher Tips</b> Group children in order of ability.</p> <p><b>Teaching Points</b> Children to follow through after their throw towards the child they are aiming for.</p> <p><b>Progression</b> Competitive element - How quickly can you get the ball passed to all members of the group?</p>		<p>'Find a Space' Children to use a variety of different balls. Children should be put into groups of 4-6 with each group stood around a variety of different balls in a circle (8-12 balls). On the teacher's signal, one child from each group (number 1) picks up a ball, scans the entire area and places the ball in a space before returning to their group, then child number 2 does the same, this is continued until all the balls are all placed in a space</p> <p><b>Teacher Tips</b> Number the children in each group.</p> <p><b>Teaching Points</b> Remind the children to firstly scan for space and that each ball should not touch another when placed on the floor.</p> <p><b>Progression</b> Larger number of balls per group. Children to be imaginative and creative when travelling towards their chosen space</p>	
HA	Children to be creative across all levels (high, middle and low) when travelling.	HA	To begin working with bean bags but to be extended by introducing a soft ball.	HA	Children to work in ability groups using a soft ball.	HA	Can use the smaller balls (tennis or cricket).
LA	Children to begin to explore different levels of travelling high and low.	LA	To work with bean bags only	LA	Children to work in ability groups throwing a bean bag only	LA	Can use the larger balls within the circle (basketball or football).

# Teacher Development Questionnaire

By having a teacher development questionnaire within you PE department will allow you to create an action plan for those that deliver PE. This will outline areas that your colleague needs support with and their strengths.

Name:			Date:		
My strength when teaching Physical Education are:					
<b>Which elements of the curriculum would you most like to develop in?</b>					
Dance	Invasion Games	Striking and Fielding	Athletics	Fundamental Skills	Health and Fitness
Gymnastics	Net/Wall	EYFS	Outdoor Adventure	Swimming	Classroom PE
<b>Please answer the questions below</b>					
I am confident when planning a PE lesson	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
I can assess children's progress in PE	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
I am confident when delivering a PE lessons	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
I enjoy Teaching PE	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
I am confident when demonstrating a skill in PE	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
I am confident when progressing skills in PE	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
I am confident with my subject knowledge in PE	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree

# Teacher Development Questionnaire

**High quality and effective delivery of Physical Education in Primary School is a combination of the following elements**

Subject knowledge- Confidence of Delivery- Assessment for Learning- Planning- Differentiation- Progression- Challenge-Intervention and Feedback- Equipment- Health and Safety- Learning Space- Activity levels- Pace of the Lesson- Command- Guided Discovery- Question and Answer- Social, moral, spiritual and cultural

**From the above elements what are your top three areas of development?**

**1**

**2**

**3**

**Support can be offered in a variety of ways. Please tick the options that you feel would be most beneficial for you:**

Support in class from a Specialist PE Teacher / Mentor

CPD Training, i.e. Courses

Shared ideas and best practice, i.e. Inset days

Better resources i.e. Schemes of work

Other (please specify)

Describe what your current PE lessons look like:

How would you describe PE, physical activity and school sport?

How would a child in your class describe your PE lesson?

## Self- Evaluation

By having a Self- Evaluation questionnaire will allow you to have a better understanding of how your students are feeling about the next topic. This will help the way you approach the lesson being taught.

<p>Circle the Emoji that reflects your knowledge on the topic this term</p>			
<p>Circle the Emoji that reflects your knowledge after the topic was taught</p>			
<p>Write three things you have learnt this half term and one thing you could improve on.</p>			

## Finance & Administration

Currently, with the amount of interest and importance of Physical Education, School Sports and Physical Activity (PESSPA) and the use of Primary PE Sports premium, it is important that all records, which include finance, decision making etc. are up to date and as accurate as possible. If Ofsted were to visit your school and perform a 'Deep Dive' into PE, then you would have to justify what decisions you have made by the use of audits and action plans.

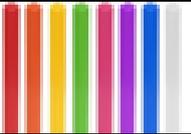
Below you will find some templates to help you with the finance and administration elements of your PE department.

# PE Cupboard & Equipment Audit

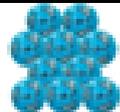
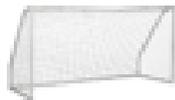
Below is a list of equipment that are useful to have in your PE cupboard. By filling out this audit will allow you to have a clear picture of what you have and what you might need to order.

Generic				
Equipment	Picture	Do you have it Y/N	If no, do you need it or can you use something else	Condition- Good- okay- needs replacing
4 different colour sets of bibs x10				
Bean bags (Class Set)				
Rack of cones- different colours				
Flat markers/Spots				
Hula hoops (Class set)				
Skipping Ropes (Class set)				
Quoits (Class set)				
Gymnastics				
Balance Beam				
Benches				
Climbing frame				
Mats (class Set)				
Springboard				

# PE Cupboard & Equipment Audit

Gymnastics				
Equipment	Picture	Do you have it Y/N	If no, do you need it or can you use something else	Condition- Good- okay- needs replacing
Tables				
Vault				
Athletics				
Agility Ladder				
Foam Javelins (Class set)				
Howlers (Class set)				
Hurdles				
Measuring Tape				
1kg Medicine Ball				
Relay Batons				
Soft Discus (Class set)				
Soft indoor shot puts (Class set)				

# PE Cupboard & Equipment Audit

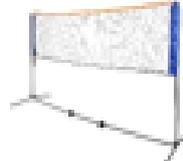
Athletics				
Equipment	Picture	Do you have it Y/N	If no, do you need it or can you use something else	Condition- Good- okay- needs replacing
Standing long jump mat				
Stop Watches				
Invasion games				
Hockey sticks indoor or outdoor (class set)				
Air flow Hockey balls (class set)				
Football size 3 (Class set)				
Football goals 7 aside size				
Pop up football goals				
Rugby balls (Class set)				
Rugby tag belts (Class Set)				
Basketballs size 3 and 4 (Class set)				
Fixed or portable basketball hoops				

# PE Cupboard & Equipment Audit

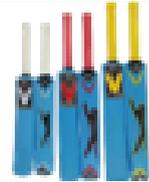
## Invasion games

Equipment	Picture	Do you have it Y/N	If no, do you need it or can you use something else	Condition- Good- okay- needs replacing
Handballs size 1 (Class set)				
Netballs (Class set)				
Netballs bibs x4 sets				

## Net/Wall

Tennis Racquets (Class Set)				
Tennis balls				
Tennis nets				
Badminton Racquets (Class Set)				
Shuttlecocks (Class set)				
Badminton net				

# PE Cupboard & Equipment Audit

Striking and Fielding				
Equipment	Picture	Do you have it Y/N	If no, do you need it or can you use something else	Condition- Good- okay- needs replacing
Cricket bats (Class set)				
Wickets and stumps				
Soft cricket balls				
Cricket batting tee (Class set)				
Rounders bat (Class set)				
Rounders ball				
Rounders bases and poles				
Rounder batting tee				

# PE Cupboard & Equipment Audit

Other				
Equipment	Picture	Do you have it Y/N	If no, do you need it or can you use something else	Condition- Good- okay- needs replacing
Soft ball Large				
Soft ball Small				
Dodgeballs				
Tri golf pack				
Outdoor adventure pack				
Speaker				

# Active Playground Audit's (Staff & Children)

Are there enough activities for your students to do during lunch time and break time? By getting your staff and students to fill out a playground audit will allow you to see what happens in your playground and what you can change to make break-times and lunch-times more effective.

## Active Playground Audit's (Staff)

Name:	Job Role:		Date:		
<b>People</b>					
All lunchtime supervisors are proactive on the playground.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Older children are given responsibility such as sport crew or playground leader.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Teachers are on the playground during break times.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
All staff engage with children on the playground.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Does your school council help decide what activities are available on the playground.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Both girls and boys play together.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Children from different year groups mix when playing	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Lunchtime Supervisors have been offered training to help make the playground more active	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
<b>Activities</b>					
Children have a wide variety of activities to choose from during break and lunchtime.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Football is the dominant activity in the playground.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree

## Active Playground Audit's (Staff)

Activities (cont'd)					
All children can play football at some stage during the week.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
There is adequate equipment available to deliver a variety of activities at lunchtime.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Children bring their own equipment from home to play with.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Children are given activity cards to promote active games at lunchtime.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Children often create their own games on the playground	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Space					
The playground is too small.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
The playground is split into specific areas for different activities.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
We utilise/maximise the space we have available	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Our playground is divided into different Key Stage areas.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
We have playground markings that are used by the children.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Our children have access to other elements and structures such as walls, climbing frames etc.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree

## Active Playground Audit's (Staff)

Space (Cont'd)					
The children have enough outdoor seating areas to use.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Our school has a sheltered outdoor seating area.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
The playground is in a good state of repair.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
The playground inspires our children to be active.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Other					
The children play well together during break and lunch times.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
First Aid incidents are minimal during break and lunch times.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
First Aid incidents occur when sport/active games are being played.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Lack of space or misuse of space contributes to a large amount of first aid incidents.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Children get bored during break times and this results in poor behaviour.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Children play aggressively during break and lunchtimes.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree
Children are aware of what is expected of them during break and lunch times.	Strongly Disagree	Disagree	Neither Agree / Disagree	Agree	Strongly Agree

## Active Playground Audit's (Staff)

<b>Other (Cont'd)</b>					
We have issues of bullying occurring during lunchtimes.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree / Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
The main aggressors during lunch and break times stem from one group.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree / Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
During playtimes most of the time is spent dealing with incidents.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree / Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
We have issues with vandalism in our playground from members of the local community.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree / Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
We could engage better with our local community to allow the facilities to be used during the evenings and school holidays.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree / Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Creating an active playground is part of our whole school development plan	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree / Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Senior Leadership within school values the need to improve our lunch and break times.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree / Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

## Active Playground Audit's (Children)

Please circle how you feel about the below statements			
I look forward to break and lunchtimes.			
I like going outside at break or lunchtimes.			
I get bored at break and lunchtimes.			
I feel safe when I am playing outside at break and lunchtime.			
We have enough time on the playground.			
Our playground is too small.			
I wish there was more to do on the playground.			
We have lots of equipment to use at break and lunchtime			

# Active Playground Audit's (Children)

<p>Children from different year groups mix and play together.</p>			
<p>We have a big choice of activities at break and lunchtime</p>			
<p>We don't get the chance to play certain sports due to the older children playing them.</p>			
<p>The same group of people always play the same sports</p>			
<p>The lunchtime staff often play games with us on the playground.</p>			
<p>Sometimes people argue about the games we play so I don't play them.</p>			
<p>I like it when our coachy/teacher does a specific lunchtime club.</p>			
<p>In the playground, I often run around a lot.</p>			

## Extra-Curricular Pupil Survey

To be able to support an active school culture, it is important that you can provide the children with extra-curricular activities and to give the children an opportunity to attend competitions. Are your students aware of the opportunities they have available in school? Having an extra-curricular and competition survey will layout the opportunities available for your children. Below is an example of a pupil survey that could be used to send to parents to obtain feedback on how to improve the opportunities you offer children at school.

Name:	Year group:	Gender:
<b>Please answer the questions below</b>		
Have you attended an extra-curricular club so far this school year?	<b>Yes</b>	<b>No</b>
Have you represented school in any sports competitions so far this school year?	<b>Yes</b>	<b>No</b>
Do you join in with the sports on offer at lunchtime?	<b>Yes</b>	<b>No</b>
Are there enough opportunities for you to take part in sport and extra-curricular clubs in school?	<b>Yes</b>	<b>No</b>
Is there enough variety on offer in relation to extra-curricular activities at school?	<b>Yes</b>	<b>No</b>
If you selected 'yes' to question 1 above, can you please provide further details about the club you attended. If you selected 'no' please provide a reason why.		
If you answered 'yes' to question 2 above, how did you feel representing your school. If you answered 'no' is this something you would like to do in the future.		
I am not interested in the sports the school has to offer	<b>YES/NO</b>	
I am unable to attend the clubs offered to my class due to other commitments	<b>YES/NO</b>	
There is insufficient time to eat my lunch and attend a lunchtime activity	<b>YES/NO</b>	
I have previously had a bad experience at a sports club	<b>YES/NO</b>	
I do not like sport/clubs	<b>YES/NO</b>	
If you could attend a club, which of the following would be more suitable for your circumstances		
Breakfast Club	Lunchtime Club	Afterschool Club
Would you be interested in any of the following clubs if they were available		
Parent & Child Afterschool Club	Non Competitive Club for example multi skills	Clubs for siblings in mixed year groups
If you have any further suggestions on how we can improve our extra-curriculum activities, please state below		

# Primary PE and Sport Premium: Example of Spend

The Primary PE and Sport Premium can help primary schools achieve the Government's commitment to ensure that children have access to at least 60 minutes of sport and physical activity per day, with a recommendation that 30 minutes of this is delivered during a school day. This can be achieved by providing the school with funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budget.

This means that you should use the PE and sport premium to:

- Develop or add to the PE, physical activity, and sports that your school provides.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

You should use the PE and sport premium to secure improvements in the following 5 key indicators.

## Engagement of all pupils in regular physical activity, for example by:

- Providing targeted activities or support to involve and encourage the least active children.
- Encouraging active play during break times and lunchtimes.
- Establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered.
- Adopting an active mile initiative.
- Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim.

## Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

- Actively encouraging pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes).
- Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.

# Primary PE and Sport Premium: Example of Spend

**Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:**

- Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school.
- Hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils.

**Broader experience of a range of sports and activities offered to all pupils, for example by:**

- Introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities.
- Partnering with other schools to run sports and physical activities and clubs.
- Providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations.

**Increased participation in competitive sport, for example by:**

- Increasing and actively encouraging pupils' participation in the School Games.
- Organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.

## Whole School Culture

School cultures refers to the way teachers and other staff members work together, and the set of beliefs, values, and assumptions they share. A positive school culture promotes student's ability to learn. As a PE co-ordinator/Leader it is your responsibility to work with your Senior Leadership Team (SLT) to introduce a positive whole school culture when it comes to PESSPA. To help you do this we have created a whole school PESSPA Policy, which includes a Sports Council application template, a Sports Leaders job description and application template and an example of an active timetable.

# Example PE, Physical Activity and School Sports Policy

Increasing the profile of PESSPA across schools is one of the key factors set out in the Primary PE & Sport Premium guidance. One way of doing this is to set out a policy for PE, Physical Activity and School Sport with the help of your Senior Leadership Team (SLT). Below is an example of Sports Policy which must include a vision for the subject and an aim of what you intend to do.

## Introduction

This needs to cover your school believes in physical education and why you think children are entitled to benefit from your PE lessons. It is important to remember that education must develop every child's personality, talents and abilities to the full. Children should have the opportunity to live healthy and active lives and it is important for you to inspire, challenge and motivate children so that they can thrive and express themselves confidently in a wide range of sports.

## Vision

Your vision needs to include promoting good health and wellbeing and could also include some of the points stated below: -

Our vision for Physical Education is that every child should have the opportunity to develop the physical confidence and competence to enjoy being active through a wide range of activities. We want to encourage children to lead a life-long passion of being physically active and healthy.

## Aims

Your aims should include how to inspire, challenge and motivate children so that they can thrive and express themselves confidently in a wide range of sports. Children should have the chance to explore, dream and discover their full potential and have the opportunity to make progress with their physical, social and mental development. Schools should also strive to give as many children as possible the opportunity to participate in a variety of competitive sports during their school life, giving them the understanding of: what competition feels like, what it is like to be part of a team, and to be able to both win and lose with equal grace.

# Example PE, Physical Activity and School Sports Policy

## Intent

This section needs to include what you are trying to achieve in your curriculum. You need to recognise the values of Physical Education (P.E) and fully adhere to the aims of the national curriculum for physical education to ensure that all children:

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

You should also include your intent on delivering high quality teaching and learning opportunities to ensure that the children are able to develop and excel in a variety of sports and physical activities.

## Implementation

Within this section you should show how the curriculum will be delivered. PE is an area of learning, as well as integrated where possible with other curriculum areas. Children should be provided with two PE sessions a week, with opportunities for active learning and other physical activities created throughout the school day.

Children should be provided with these opportunities so that they:

- Have fun and experience success in sport
- Participate in P.E. at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

## Impact

This section should include the impact of teaching PE. PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities, in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. Schools provide opportunities for children 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.

# Sports Council Application Form

A Sports Council is a group of individuals who represent their peers and alongside other responsibilities are the voice for all pupils in the school in all matters relating to sport and PE. Below is a template which can be used by the students who apply for a role to become a member of the Sports Council.

## Introduction to the Sports Council

A Sports Council can be made up of children from Key Stage One and Two, along with a President and Vice President. The President leads each Sports Council Meeting and takes notes to keep a record of all that has been discussed. The President is also responsible for informing the rest of the school on decisions that have been made. The Vice President supports this role and stands in for the President when they are absent. The Sports Council plays an essential role in raising the profile of school sport and physical activity. Each member of Key Stage One and Two are responsible for communicating the thoughts of their peers to the Council and bringing to the meeting any issues or ideas that they may have.

Sports Council meetings are normally held during school hours and normally there is one meeting a month, however when there are sporting events coming up, additional meetings may be needed.

Children applying for a role on the Sports Council should show passion for sport, be committed to helping others, be a role model for others, have good organisation skills, have good school attendance and be reliable and approachable to their peers.

If you believe you will be good for this role and would like to be considered, please complete the application below and submit to your class teacher.

# Sports Council Application Form

Name:	Year group:
Please tick the box if you would like to be a sports council President and Vice President	
Please tick the box if you would like to be a key stage one representative/spokesperson	
Why do you want to be a member of the sports council?	
What skills/characteristics do you have that can help you on the sports council?	
What does PE/sport mean to you?	
What changes would you like to see to PE/Sports in school?	
In one sentence why should your peers choose you to be a representative on the sports council?	
Parent/carer signature:	Date:

# Sports Leader Application Form

Further responsibility can be given to the children in your school by introducing a group of Sports Leaders. This group is usually made up of children from upper key stage two who are given the responsibility of hosting and organising activities for children to participate in during breaks and lunchtimes. Below is a template application form for the students to apply for this role.

## Introduction to the Sports Leader Role

Sports Leaders can be appointed for a whole school year and are selected through an application process.

Children applying for a role as a Sports Leader should show passion for sport, be committed to helping others, be a role model for others, have good organisation skills, have good school attendance and be reliable and approachable to their peers.

If you believe you will be good for this role and would like to be considered, please complete the application below and submit to your class teacher.

# Sports Leader Application Form

Name:	Year group:
Why do you want to become a Sports Leader?	
What have you achieved in sports so far at school?	
What makes you a good role model to others?	
What can you bring to the role of a sports leader?	
In one sentence describe the roles to become a sports leader	
Parent/carer signature:	Date:

# Example Active Timetable

Pulling together an Active Timetable provides a good opportunity to highlight and review how active your children are, within your school, throughout the week. This can cover travel to and from school, curriculum time and after school activities. An Active Timetable effectively colour codes each area of the school day based on how active it is. Questionnaires will need to be sent out to the children to establish their transport methods and activities before and after school. Below is an example of an Active Timetable for a chosen class.

ACTIVITY	TIMINGS	MON	TUE	WED	THU	FRI
Travel	07:30 - 08:00	Walk/Bike	Walk/Bike	Walk/Bike	Walk/Bike	Walk/Bike
Before School	08:00 - 08:30	Breakfast club				
Travel	08:30 - 09:00	Walk/Bike	Walk/Bike	Walk/Bike	Walk/Bike	Walk/Bike
Lesson	09:05 - 10:30	Stamina Trainin...	Maths	Maths	Maths	Maths
Break	10:30 - 10:45	Breaktime	Breaktime	Breaktime	Breaktime	Breaktime
Lesson	10:45 - 11:00	Assembly	Assembly	Assembly	Assembly	Assembly
Lesson	11:00 - 12:00	English	English	English	English	English
Lunchtime	12:00 - 13:00	Sports Crew Act...				
Lesson	13:00 - 14:00	Topic	Topic	Topic	Topic	Topic
Lesson	14:00 - 15:00	PE	Topic	PE	Topic	Intra Competiti...
After School	15:15 - 16:15	Football Traini...	Gymnastics	Boxercise	Live it and get...	
After School	15:15 - 16:15	Reading Club	Choir	Coding		

## Other Top Tips

### Mile a Day

The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstance. The reason this initiative is popular in schools is that it gets everyone active every day and it is free to implement.

### Travel to School Scheme

To promote lifelong healthy habits your school could set up an active travel to school scheme. This does not have to be just for the children, but also for their families. Rewards can be given out to children who choose an alternative method of travelling to school than the one they normally use. For children who live a distance from the school and travelling by car is their only option, they should be encouraged to park at least 2 streets away and walk the rest. Cycling and using a scooter can also be another option for your students to get to school.

### PE Charter

A PE Charter is a simple way of showing to everyone throughout the school and community that you are looking to develop and enhance PESSPA. It is a set of rules that the Senior Leaders Team, PE Leader, children and parents agree to in terms of what you will provide as a school. It also shows what you expect from the children and what they will promise to do.

### Lunchtime Supervisor Training

From the outcome of your Active Playground Audits, you might find that some of your lunchtime supervisors will lack confidence in delivering playground games. Therefore, by providing lunchtime supervisors the opportunity to attend a lunchtime supervisors training course may help combat the apprehension felt to lead playground games.

### Fundraising for Equipment

Equipment, as we know, does not last long and some also go missing. Budgets are not always readily available for school equipment, therefore one opportunity to raise funds is to ask the children to help fundraise for equipment. This may help them appreciate the importance of looking after and taking care of it.

### PE, School Sport and Physical Activity Specific Rewards

Why not introduce a weekly award ceremony specific to PE, School Sport and Physical Activity? Children from each year group could be given a certificate to celebrate their achievement in PE/Extra Curriculum activities.

### Opportunities Board

Providing a simple but visual 'opportunities board' can be a great way of encouraging children to take part in sport and physical activities outside of school. This board can be filled with posters and details of local and diverse sports clubs in your area. To ensure that you track what the children are doing, ask them to see a designated member of staff for further details regarding the opportunities available. This allows you to follow up with them and see if they enjoyed it.

## Association for Physical Education

The Association for Physical Education (afPE) is the PE Subject Association in the UK. Their purpose is to promote and maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity. They provide quality assured services and resources and valuable professional support for our members and the physical education, school sport and physical activity sector.

## Youth Sports Trust

The Youth Sport Trust is a children's charity, working to ensure every child enjoys the life-changing benefits that come from play and sport. They have more than 20 years of expertise in pioneering new ways of using sport to improve children's wellbeing and give them a brighter future.

## Your School Games

The School Games is a programme designed to keep competitive sport at the heart of schools and provide more young people with the opportunity to compete and achieve their personal best.

## Sports England

Sport England (SE) helps people and communities across the country get a sporting habit for life. It also protects existing sports provision and must be consulted on any planning applications that affect playing fields in England. SE is an executive non-departmental public body, sponsored by the Department for Digital, Culture, Media & Sport.

## UK Active

UK Active exists to improve the health of the nation by getting more people, more active, more often. UK Active provides services and facilitates partnerships for a broad range of organisations, all of which support their vision and have a role to play in achieving that goal. They serve over 4,000 members and partners from across the public, private and third sectors, from multinational giants to local voluntary community groups. They do this by facilitating partnerships, campaigning and providing outstanding membership services.

## UK Coaching

UK Coaching collaborate with organisations and combine their resources to make lasting improvements to coaching in the UK. This can be from grassroots through to elite performance levels. They inform the Government on policies that supports coaches to have a positive impact on society. They also develop learning that helps coaches support the needs and dreams of the people they coach.