

## **Physical Education (PE) Policy**

This policy is a whole school policy including EYFS

A risk assessment has been completed to take into account government guidelines and statutory requirements regarding Covid 19. With this in mind changes to teaching, procedures and resourcing may occur due to identified risks.

### **1 Aims and objectives**

**1.1** Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

**1.2** The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To develop individual personal and social skills to manage success and failure in competitive and cooperative situations

### **2 Teaching and learning style**

**2.1** We use a variety of teaching and learning styles in PE lessons. Our Headteacher aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

- 2.2** In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
  - setting tasks of increasing difficulty, where not all children complete all tasks
  - grouping children by ability and setting different tasks for each group, e.g. different games;
  - providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### **3 PE curriculum planning**

- 3.1** PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. Throughout the school we teach dance, games, gymnastics, athletics and swimming as well as some adventurous activities.
- 3.2** The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage.
- 3.3** Our medium-term plans, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. These list the specific learning objectives and give details of how lessons are to be taught. The subject leader reviews these plans.
- 3.4** Class teachers use the detailed medium term plan for each PE lesson.
- 3.5** We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.
- 3.6** Children are taught swimming through ability classes rather than by age. Assessments are made termly using the National School Swimming Plan.

### **4 The Foundation Stage**

- 4.1** We encourage the physical development of our children in the reception and nursery classes as an integral part of their work but in Reception they are also taught PE as a discrete subject. We relate the physical development of the children

to the objectives set out in the Early Years Foundation Stage. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **5 Contribution of PE to teaching in other curriculum areas**

### **5.1 English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

### **5.2 Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. Children may make video recordings of their performance, and use them to develop their technique, movements and actions.

### **5.3 Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### **5.4 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **6 Teaching PE to children with special needs and disabilities**

**6.1** We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children.

## **7 Assessment and recording**

**7.1** Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement; they record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The

teacher passes this information on to the next teacher at the end of each year.

- 7.2** The subject leader keeps a record of the pupil's ability level at the end of each year.

## **8 Resources**

- 8.1** There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE shed, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the local swimming pool for swimming lessons.

## **9 Risk Management -for Dance and Gymnastics (mainly indoors)**

- 9.1** The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. We expect the teachers to set a good example by wearing appropriate clothing when teaching PE. (See staff handbook for dress codes) No jewellery is to be worn for any physical activity.

- Teachers should be qualified or experienced and know about the anatomy and physiology of the human body. Where staff training in primary gymnastics has not been completed, activities should be modified to those in which the teacher feels competent and able to manage. Gym is taught off site at with specialist teachers for KS2. This may be particularly relevant when using apparatus.
- A suitably graded warm up period should precede the main activity.
- Suitable clothing should be worn that does not restrict movement, school PE kit will be worn on most occasions.
- Pupils should change into suitable footwear or be in bare feet.
- Tights and socks are not suitable.
- Sweets or gum should not be chewed during active participation.
- Jewellery, watches, and other personal effects should not be worn during participation.
- If apparatus is being used the arrangement of such should allow sufficient space between pieces and walls for the activity to be undertaken safely.
- A mat or mats should be provided where it is anticipated that landings may occur and need to be cushioned. Mats are not to be used to protect from potential falls. If a fall is considered possible then the activity should be modified to reduce the risk to an acceptable level.
- The following should be avoided: severe or uneven physical stress; moving of joints beyond their normal range; vigorous circular movements of the head;

back arching; kneeling directly on the floor; flat back exercises; vigorous body flexing with the legs straight.

- .When working in pairs and groups, care should be taken to ensure that holding, lifting and supporting techniques are safe and do not lead to injury.
- Facilities and equipment should be maintained in good order according to the manufacturer's instructions. Where the facilities are not purposely designed for this use any modifications or adaptations must meet satisfactory safety standards. If modifications are made to equipment any associated risks must be assessed separately.
- Hard floors can cause damage to joints or muscles through constant jarring.
- Floors should be maintained in good condition with no loose boards, splinters, cracks and lifting edges or irregular surfaces.
- Dust should not be allowed to accumulate. Any breakage should be repaired before activity can continue.
- Walls should be smooth to avoid friction injuries should contact occur.
- Heating enables an adequate working temperature and is adjustable to meet prevailing conditions.
- A maintenance programme for recognition of faults, defects, failures and repairs to equipment is in place

## 9.2 Risk Management - Use of Mats

- Teachers should understand the structure and uses of mats. It is important that teachers should know whether any special type of mat is more appropriate for the activity being practised, e.g. advanced gymnastics. Mats will be selected with care in order to meet the needs of the child and the activity being followed. Whenever the opportunity is presented, it is helpful if young people are guided as to why certain mats are used in particular activities and how their placing can enhance safety.
- Schools will seek advice on the appropriate density of mats required to avoid 'bottoming out', i.e. feeling the floor surface through the mat on impact.
- Children should be taught to recognise the need to use mats in a disciplined way. Children should also be taught to be aware of a need to readjust mats that may have moved slightly in use.
- Pupils should be protected against a false sense of security in the way mats offer them protection.
- In Gymnastics the placing of mats is very important. They will be used where it is expected that children will need to cushion deliberate landings.
- Teachers should be wary of placing mats where it is considered there is a high probability of a child falling off the apparatus. It is better to arrange the apparatus and the demands on the child so that there is a high expectation of safe performance rather than that the child will fall.
- Where several mats on top of and to the side of each other are provided, care should be taken not to leave gaps into which young people might land and thereby injure themselves.

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- When children are challenged with new tasks, care should be taken to ensure safe working conditions which reflect the capabilities and developmental stages of all the pupils.
- General purpose mats of approx. 25mm thickness are adequate to meet most landing needs inherent in the usual level of school gymnastics.
- If the force of a child's landing is increased by such factors as the weight of that child, the height of flight and the speed of the activity, then thicker mats may be necessary.
- Mats should be light enough for children to handle easily. In general, it is better for at least 2 children to carry a mat; this prevents folding and subsequent damage to the core of the mat.
- Mats should not be folded as this can cause cracks and damage to the core.
- Where landings may be of high impact, thick landing mattresses of 10cm depth and upward may be more appropriate than the 25mm mats.
- Thick landing mattresses should not be relied upon to absorb any kind of landing and to prevent injury.
- Mats should not be placed around profusely and indiscriminately as they can produce real danger to young people accidentally tripping over them and falling.
- Mats should be checked by the children and the teacher to make sure that no pin, stone, or other dangerous object is concealed in the fabric.
- Mats should be regularly checked to ensure that the core substances are not disintegrating to the point where there is a risk of a child 'bottoming out' when using them.
- A maintenance programme for recognition of faults, defects, failures and repairs to equipment is in place.

## 9.3 Risk Management - Manual Handling of Sports Equipment

- All staff who are required to undertake manual handling operations will be trained:
  - to recognise potential harmful manual handling situations;
  - to apply appropriate systems of work; to use mechanical aids as supplied;
  - to adopt good handling technique.
- Teachers should be qualified or experienced and know about the anatomy and physiology of the human body.
- All pupils will be taught from an early age the safe lifting and handling of equipment and apparatus. This will be regularly practised.
- Every lesson in gymnastics will provide opportunities for learning in this area and children should be taught how to assemble, lift, rearrange, dismantle, and store apparatus as required by the teacher.
- Lessons where apparatus is left out for use by successive classes are not recommended, since this practice will deprive some children of learning opportunities which they need for handling apparatus.

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- Ensure that the apparatus is stored in accessible locations.
- Allocate sufficient children to any one piece of equipment to enable it to be lifted with relative 'lightness' for each individual.
- Demonstrate and direct operations in the first instance, using some pupils with the remainder of the class observing to see each unit safely assembled in the working position.
- Ensure that safe hand positions are used to avoid entrapment, premature release, or toppling over.
- Select lighter pieces and simple arrangements at first and build up to larger and more

## 9.4 Risk Management - for games (mainly outdoor)

- Teachers should be qualified or experienced, used to working with the age group concerned and considered competent to ensure that this activity is undertaken safely. All PE staff are qualified First aiders.
  - Adequate warm up is required.
  - Adults should not compete alongside pupils.
  - Appropriate clothing should be worn in relation to the game being played and the prevailing weather conditions.
  - Correct footwear in relation to sport and the playing surface to prevent slipping.
  - Players may need protection if using synthetic surfaces where friction burns or stress injuries may be sustained.
  - Participants must be trained in the rules and disciplines of the game and be aware of the need for a controlled approach to the playing of the game.
- All injuries should be recorded and treated in accordance with appropriate first aid procedures. Open cuts and abrasions must given appropriate first aid treatment. School mobile phones are used to summon help in an in the case of an emergency.
- Signs must be posted on outdoor areas warning dog keepers not to exercise dogs on play areas.
- Outdoor pitches should be checked for broken glass or other dangerous objects, dog faeces, syringe needles etc. before play begins.
- Materials used for marking out playing areas should be non-corrosive and non-toxic.
- COSHH data for substances are available. Playgrounds are free of loose grit. Playing surfaces are relatively level with no acute hollows or bumps. The playing area is large enough for the activity to take place safely without overcrowding.
- Where more than one game is being played at the same time adequate space is be allowed between the playing areas.
- An adequate first aid kit is readily available. Goal posts are of a rigid construction with secure fixings at points of intersection.
- Plastic cones are used for improvised goals, stakes or sharp-ended objects are not

used. Portable goals and posts are stable when in use and securely anchored when left in situ. Netball posts are weighted to ensure stability and should not protrude into the court. There is a minimum of 1m space between the outer lines of the court and any netting, wall, kerb edging or other obstruction.

- Correct PE equipment is worn in relation to a particular game i.e. shin pads, football and rugby; pads and mouthguards.
- A maintenance programme for recognition of faults, defects, failures and repairs to equipment is in place.

## **9.5 Risk Management-for swimming (Please see pool own risk assessment)**

- Mixed cubicle changing rooms – Children are out of sight on occasions. Staff to keep sections separate- Member of staff patrolling
- Wet floors – slipping over- No running permitted. Vigilance
- Theft of childrens' property or equipment - No valuables taken to pool. Clothes and towels taken on poolside but away from water.
- Members of public changing in area – stranger danger. - assigned specific areas to strictly monitor cubicles and changing area.
- A register to be taken on departure of the school, on poolside and on departure from leisure centre.
- All adults supporting children changing will have been DBS cleared.

## **10 Extra-curricular activities**

**10.1.1** The school provides a range of PE-related activities for children at lunchtime and after school. There is also a programme of inter-school fixtures throughout the year. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents prior to the start of each term. Children have to choose at least one sports club per term.

## **Risk Management for Fixtures**

### **11 Wet Weather Policy**

**11.1** Perhaps the weather more than any other external factor is capable of disrupting the planned curriculum. This problem is heightened due to the lack of indoor space at our disposal. What follows, therefore, is a plan that reflects our school circumstance.

Outdoor lessons will only be stopped if:-

- There is a potential risk to children's safety; if the surfaces are too slippery; or if the children do not have appropriate footwear for the activity.



- If the teacher deems that the weather will have detrimental effect on teaching and learning.
- As far as possible, the activity done inside should reflect the timetabled activity either through a small game or skill session in our small hall. A suitable theory lesson linked to the timetabled activity may be taught if there is no option of a practical lesson.

## **12 Participation Policy**

It is deemed that all pupils who attend school will normally be able to participate in physical education. However, on occasions exceptions may arise and only in these circumstances could physical education be considered inappropriate and impractical.

Pupils who have an appropriate note from parents indicating an injury or illness will be excused from PE lessons and will participate in an appropriate form of activity such as assisting the teacher with the lesson.

Pupils who have no kit or claim an injury or illness without a supporting letter signed by their parent or guardian should take part in the lesson at the teachers' discretion. Spare PE kit may be available from the school or from another pupil, if this is an ongoing issue the situation will be discussed with parents to find a way forward.

Teachers in charge of a pupil with special educational needs must know the nature of the child's learning problem, disability, emotional or behavioural difficulty; be aware of any constraints on physical activities as a result of the disability or medication received; be able to provide emergency treatment if physical activity makes the conditions worse.

## **13 How Springmead select for fixtures**

Whilst we are an inclusive school there is a place for competition in sports. At Springmead we use the follow steps as our procedure to select for fixtures:

1. High/Outstanding/Elite performers from any year group in the specific sport.
2. Where possible children are chosen from the sports club they attend.
3. The rest of the year group will be looked at and a discussion between the PE staff involved in teaching the children will take place to look at how they perform in PE lessons before selection.
4. A record is kept of the children who are selected for fixtures and who attend to ensure opportunities have been given to all.

## **14 Monitoring and review**

The role of subject leaders is to:

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- provide a strategic lead for the subject with the aim of improving standards;
- offer support and advice to colleagues on the subject;
- monitor pupil progress in that subject area across the school through observations and discussion with staff and children;
- review the way the subject is taught at the school and plan for improvement;
- understand current standards in the subject across the school and how this compares to expected targets;
- plan how we are going to improve standards in conjunction with staff and the Headteacher;
- provide efficient resource management for the subject;
- review the curriculum plans for the subject and ensure that there is coverage of the National Curriculum 2014, where we feel it is appropriate, and that progression is planned into schemes of work;
- to keep up to date with the developments in the subject at both national and local level;
- keep detailed information on their subject in a subject leader file;
- work with the Headteacher to produce a development plan for the subject which links the whole school objectives;
- review policy annually;

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.

This policy is the Headteacher's ongoing responsibility and its effectiveness is reviewed annually with staff.

**Signed Headteacher:** *Sally Cox*

**Date:** 4.8.21