



# Southfields Primary School

## Physical Education (PE) Policy

**Date agreed: September 2022**

**Review Date: September 2024**

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

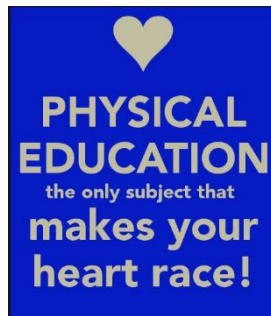
- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.



## 1. Our School Vision, Aims and Curriculum Intent

Physical Education is a statutory subject within the National Curriculum. PE develops children's enjoyment, confidence and skills in physical activity, whilst promoting personal, social, intellectual and physical development.

PE is about introducing children to the world of sport, which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy, active adult lifestyle.

### 1.1 Key Principles

At Southfields PE is taught progressively from Early Years through to Year Six. Children have the opportunity to participate in competitive situations ranging from Sports Day to fixtures against other school and inter house competitions. PE lessons aim to provide the children with fun and enjoyment as well as promoting positive attitudes towards physical activity and healthy lifestyles. Children are given opportunities to develop qualities such as leadership skills, self-esteem, teamwork and co-operation. It is important that children are given opportunities to plan, perform and evaluate their own skills as well as those of their peers.

## 2. Curriculum

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.
- become physically confident in a way which supports their health and fitness.
- build character and help to embed values such as fairness and respect.

## 3. Teaching and Learning

At Southfields it is vital that the children find PE enjoyable and engaging. It is important that a variety of sports and games are taught to expose the children to as wide a range

of activity as possible. We work closely with outside organisations to ensure the staff are confident in their delivery and subject knowledge in PE.

Pupils in Key Stage 1 are encouraged to master fundamental movement skills 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. They are also given opportunities to participate in team games and performances. They should perform in competitive and co-operative physical activities in a range of increasingly challenging situations.

Pupils in Key Stage 2 are taught to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. They also develop flexibility, strength, technique, control and balance and use these skills to perform routines and movement patterns. Children are encouraged to evaluate performances to allow development and to gain an understanding of how to improve and recognize their own successes. They should develop an enjoyment for communicating, collaborating and competing with each other.

### **3.1 Cross Curricular links**

Teaching of PE can be linked into other subjects across the curriculum and at Southfields this is promoted. The use of Mathematics can be linked through measurements and statistics. The school has also purchased the 'Maths of the Day' programme, this builds in physical activity alongside a Mathematic focus. It is actively encouraged that teachers utilise this resource.

The history of sport can be looked at through topics such as The Romans and The Greeks. Performances in Drama and English can be represented through dance and gymnastics. Science is used to explain the effects of physical activity on the body and how it is used to strengthen the human body. Exploring cross curricular links using PE allows the children to explore more active ways to learn in the classroom as well as develop healthy practices to take forward in later life.

## **4. Swimming and water safety**

Using our link with the local secondary school, children in KS2 develop water confidence and technique in a deep water pool. All children at Southfields participate in swimming sessions throughout the Summer Term in our school pool. These sessions are aimed at improving competency, confidence and proficiency using a range of strokes effectively. The school will be using Swim England resources to promote swimming across all year groups.

## **5. Health and Safety**

At the start of each academic year the PE Coordinator will demonstrate and discuss equipment safety with the staff. Staff will report any damaged equipment throughout the year. Staff attend a yearly update of first aid and resuscitation to ensure they are

prepared for school swimming sessions. For in depth safety guidelines, please see appendix. When taking part in PE lessons all participants should wear appropriate 'kit', this also includes staff members participating in the lesson. Southfields PE kit includes; t-shirt and shorts for indoor sessions and trainers and tracksuit for outdoor sessions.

Following recent guidelines (February 2020) from the Football Association children aged 11 and under will no longer be able to head the ball in any form of Football training across school.

Before each PE lesson the following aspects should be checked:

- A risk assessment of the area and equipment should be carried out visually by a member of staff and made safe if it is not already.
- All long hair should be tied back.
- No jewellery should be worn, unless a letter of consent has been provided by the parents who give permission for their child to continue to wear jewellery throughout PE lessons.
- Any children with verruca's must keep suitable footwear on if they are indoors.
- Appropriate kit should be worn - should pupils fail to bring kit more than once, then this will be reported to the parents via a letter.
- Teachers should be aware of any children with medical conditions, asthma etc., which should be noted in the class register. All inhalers should be taken with the class to the lesson.

'In our school we respect our children' and 'They all have a right to feel safe', both of these quotes are from our Child Protection Policy. We believe staff have a right to enter the swimming pool changing rooms in order to deal with concerns or issues such as:

- Health and wellbeing – in the case of accidents, illness or medical conditions
- Behaviour issues – either noise related, immature or threatening behaviour particularly towards others or acting in such a way that there is a likelihood of a risk of injury being sustained.

Unless in cases of dire emergency, prior to staff entering the changing rooms, pupils in these areas will always be advised, both by the staff member knocking and shouting a warning giving pupils time to 'cover up' and not feel embarrassed or uncomfortable in any way.

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults that attend hold a current DBS
- Parent permission for taking children out of school obtained
- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

## 6. Equal Opportunities and Inclusion

In accordance with the Disability Discrimination Act and the Equality Act 2010, schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Teaching PE to pupils at Southfields Primary with SEND is an extension of good practice, via differentiation. It is important that the children's abilities and needs, not disabilities, are emphasised. This will not only improve their movement skills, but may also help to change feelings of under achievement and low self-esteem. The four principles for a physical education programme for children with special needs are:- Entitlement, Accessible, Integration, Appropriateness.

At Southfields Primary School, children with SEND are successfully integrated into lessons and they can be accompanied by support teachers if it is felt necessary.

## 7. Assessment and Recording

At Southfields children are regularly assessed with reference to the programmes of study and with reference to the end of key stage level descriptors. This is monitored by the PE coordinator and assessments are filled in using Target Tracker, this should be completed on a termly basis. In addition to this, photo and video evidence is uploaded to the school's secure server, organized by year group and term. This allows the PE coordinator to cross reference what activities are being taught in school with year group planning and PE coverage document.

## 8. Health and Safety for PE Equipment

### 8.1 Trim Trail

- Equipment is safety tested annually.
- It is not for use before and after school unless children are part of the Explorers

#### After School club

- Children may use the equipment during school hours with teacher's permission.
- When using the bars at the end of the trim trail children must go no higher than head height.
- Children must follow the direction of the trim trail from start to end.
- Children must be supervised by an adult at all times when using the equipment.

## 8.2 Trampolines

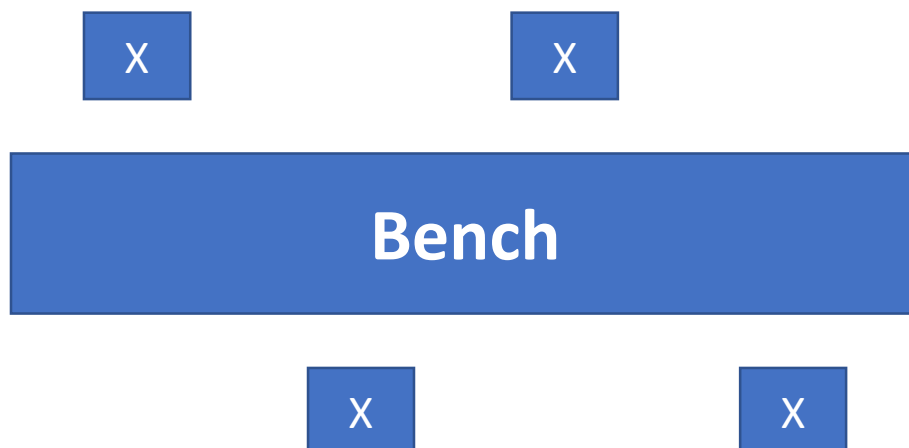
- These are used in sensory circuits under the supervision of adults.
- No shoes must be worn while on the trampoline.
- Only 1 child at a time may sue the trampoline and they must be zipped inside the netting by an adult.
- Adults leading the session must check the trampoline prior to the session beginning to ensure it is safe and none of the components are broken. Any defects must be reported and the trampoline out of use until resolved.
- The weight limit for users of the trampoline is **45kg**.
- Climb on and off the trampoline, it is a dangerous practice to jump from the trampoline to the floor or ground when dismounting, or to jump onto the trampoline when mounting.
- Recommended safety perimeter: 2m all around and 8m above.

## 8.3 Gymnastics equipment

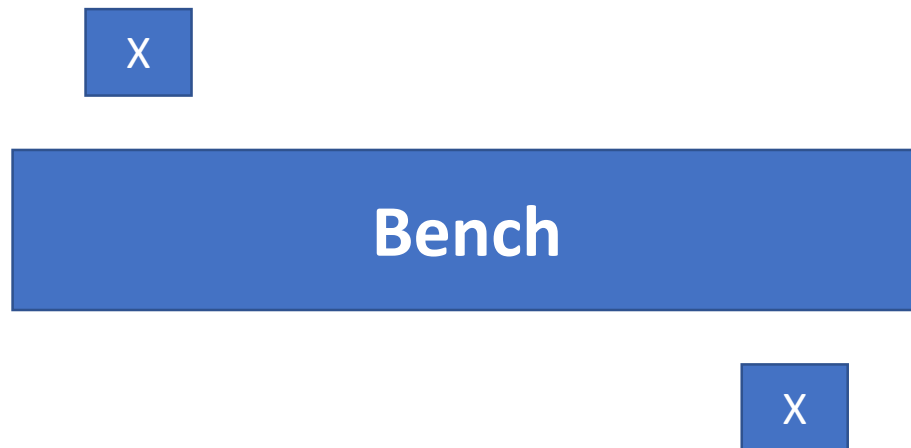
- Pupils must be taught to handle apparatus correctly, although such handling must only take place with the teacher's permission, under the teacher's supervision, and be checked by the teacher prior to the apparatus being used.
- Following guidelines from AfPE, small blue mats are there for comfort not safety, they should only be placed in areas where you wish pupils to dismount (via jump and landing) or for the use of a travel (rolling)
- All apparatus should be carried from place to place rather than being dragged, thus preserving the apparatus, and minimising the risk of damage to the floor (causing splinters etc.).
- Pupils in Reception would not be expected to move and handle equipment.

Children carrying benches must observe the following guidelines:

Children in Years 1-5 require 4 children per bench as modelled in the picture below.

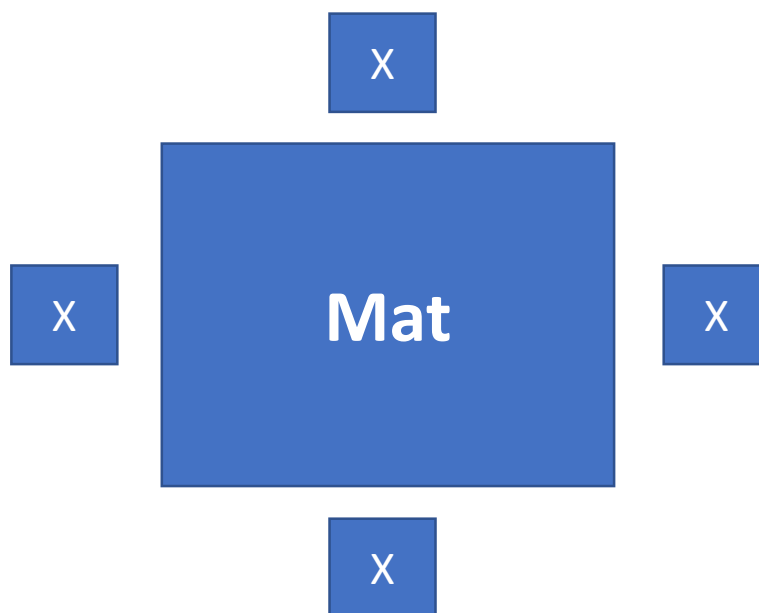


Children in Year 6 require 2 children staggered along the bench, as shown below.



Children carrying mats must observe the following guidelines:

When carrying mats children in Years 1- 5 require 4 children to carry a mat, children should carry mats with their fingers at the bottom and thumbs on top, and they must face the direction that they are travelling in, 1 child on each side, as modelled below.



Year 6 children require 2 children per mat, staggered along the long sides, as per the picture below.



- Always keep apparatus below head height when lifting. Always lower the apparatus gently to the ground. Bend legs and keep back straight when lifting and setting up apparatus.
- Staff are to check all equipment prior to use to ensure it is in good condition and that there is enough space for run ups and dismounts.
- Apparatus which is being used, should not be placed too near walls or radiators.
- Apparatus in need of repair should be marked accordingly and put away where it cannot be used, until repaired. Our apparatus is checked externally once a year. If any problems are found, they are rectified.
- When setting up the climbing frame apparatus it is important to get the large frame out first.
- When putting the equipment away the small equipment and mats go away first and then the large equipment.
- When using the climbing frame apparatus emphasise that children must climb up and down – no jumping off.
- Staff should check correct assembly of the apparatus once it is in place prior to the children mounting it. Staff are aware of how to get out and put away climbing frame apparatus due to annual CPD sessions, a list of staff who have taken part in the CPD will be taken by the designated person.
- Children are to be supervised at all times when using any form of gymnastic equipment.
- Ensure that all floors are clean, dry and clear of litter etc. Do not start the lesson if you think the floor is too dirty.



- Check that the hall is adequately heated and well lit, and that the surrounding chairs, tables, objects, etc. are safely stored and well clear of any fire exits. Try to restrict the activity to a one metre boundary from the surroundings.
- No shoes are to worn on apparatus, children are to only use apparatus wearing appropriate PE kit.
- In the event of an accident during a gymnastic lesson, the teacher in charge should stop all activities and follow the school's emergency procedures. The accident should be recorded on an accident report form as soon as possible.

#### **8.4 Vaulting**

- Ensure the area is free of obstructions and traffic and that any building elements are padded.
- The running surface should be smooth and free from slippery surfaces and tripping hazards.
- The check board is to be positioned appropriately for to the type of vault and gymnasts level of proficiency.
- Ensure the board's surface is non slip. Ensure the horse is secure and set at the appropriate height according to the gymnast's size, strength and level of proficiency. Ensure appropriate matting provide coverage and uneven surfaces avoided.
- Only trained adults to conduct vaulting sessions.

#### **8.5 Swimming Pool**

- Staff received annual CPD for pool safety and CPR.
- Teachers should change into suitable footwear to be able to move easily around poolside.
- Teachers should take walkie talkie or mobile phone to the pool with them in case of emergencies.
- Never leave the poolside unattended.
- Teacher must ensure that the safety equipment is positioned at intervals along the pool surround.
- Ensure that the tasks set are appropriate for the groups being taught and ensure that the equipment does not obstruct the pool surround, thus preventing accidents.
- Always secure poolside against unauthorised access when it is not staffed.
- In the event of lack of water clarity, the pool should not be used and the caretaker should be notified.
- Children must not jump or dive into the pool at any time.
- No students must enter the pool area until the teacher is present.
- Students must be instructed not to run around, splash or shout in the pool area or enter the pool unsupervised.
- Number of children in each session must be recorded inside the store room.
- All children must wear swimming hats, suitable swimming attire and remove jewellery.

- Care must be taken to ensure that there are sufficient helpers in the water to provide a 1:1 ratio for those needing constant support, and a sufficient number of other helpers to provide the degree of support required by the range of disabilities within the group.

	Healthy and Safety Ratio	Quality Teaching Ratio
Non-swimmers and beginners – Young children, normally primary school age, being introduced to swimming who are unable to swim 10metres unaided on back or front.	12:1	8:1
Children under the age of seven – Irrespective of their swimming ability group size should be restricted.	12:1	8:1
Improving swimmers – Swimmers of a similar ability to each other who can swim at least 10 metres competently and unaided on their back and on their front.	20:1	12:1
Mixed ability groups – Pupils with a range of abilities (from improving to competent) where the least able and least confident are working well within their depth. Swimmers techniques, stamina and deep water experience should be considered.	20:1	12:1
Competent swimmers – Those swimmers who can swim at least 25 metres competently and unaided on front and back, and can tread water for two minutes.	20:1	15:1
Swimmers with disabilities – Each situation must be considered individually, as people with disabilities are not a homogeneous group.	8:1with 1:1 support in the water where required	