

SLADEFIELD INFANT SCHOOL

Physical Education Policy

	Date	Minute No.
Reviewed and Approved by Governors	C & GP 23.11.15	9
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Rationale:

A high quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sports. It gives them the ability to use body management, locomotor and object control skills in a competent manner, with the capacity to apply them confidently through play and practice, in settings which may lead to sustained involvement in sport and physical recreation. It should give every child, whatever their ability, an equal opportunity to be physically active, to develop their basic skills and physical competence, and to encourage a healthy respect for exercise and fitness, underwritten by an enjoyment and love of sport and games. Physical Education provides the potential to build character and to help embed values such as fairness and respect.

Aims and objectives:

- To provide at least two hours of PE and develop competence to excel in a broad range of physical activities
- To encourage children to use their creativity and imagination in physical activity
- To teach children to be more skilful in the way they control their movements and develop co-ordination
- To self-select their own resources and object, action, space, dynamics and/or relationships
- To develop habits leading to a healthy and active lifestyle and promote physical fitness
- To help children to understand how the body responds to activity
- To develop children's confidence in applying and adapting a range of skills in a variety of settings
- To contribute to children's social and emotional development; to promote self-confidence and self-esteem, developing qualities such as commitment, fairness, tolerance and a concern for others as well as individual success
- To engage in competitive sports and activities
- To be physically active for sustained periods of time during the school day (at least 30 minutes per day)

Teaching and Learning:

At Sladefield Infant School, we follow the 'Rising Stars – Champions' PE scheme; this is to ensure that all children have access to a consistent approach to lessons throughout their time at Sladefield. Teaching and Learning is focused upon skills-based objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

Developing Physical Literacy is the foundation of PE at Sladefield and is an outcome of any structured PE and school sport provision. It is taught once a week in Autumn 2, Spring 2 and Summer 2. Other PE lessons also include using the agreed Scheme of Work which is taught every week, across the year, and covers other skills and sports such as dance movements, gymnastics, athletics, invasion games, ball skills, cricket, competitive sport and multi-skills.

We take part in Level 1 Competitions within our own classes, and against other classes, and Level 2 Competitions against other schools. We also promote Change4Life and Inclusion Festivals with the Kingsbury Partnership.

Teaching and Learning is also supported by our PE Apprentice who supports Key Stage 1 members of staff in at least 1 lesson each week. He provides intervention for children within lessons, and aids the PE co-ordinator in monitoring the teaching of PE on a weekly basis.

Resources:

- School Hall
- Playground areas
- PE resources – replenished when needed
- Basketball posts and nets
- Football goals
- Fixed gym equipment
- Benches and portable mats

At Sladefield, we also use digital devices as part of a cross-curricular approach which is applied in developing children's physical skills and promotes a healthy lifestyle, utilising such media as videos, zumba, 'Wake up, Shake up' for example.

Training:

Staff Inset is carried out to support the curriculum and to increase staff confidence and competence in the teaching of PE. The PE Leader and other members of staff attend courses to improve subject knowledge and provide feedback to staff. The school works in partnership with Kingsbury School Sports Partnership to provide high quality CPD support for all staff. Sports coaches are also employed to support the delivery of extra-curricular activities and provide specialist knowledge.

Inclusion:

Under current Department for Education guidelines, children with special needs will be included in all Physical Education lessons. Lessons will be differentiated accordingly to suit the needs of all pupils with SEND. The PE Leader and Inclusion Manager will support teachers if necessary.

Children identified as being talented in PE will be signposted towards external provision, such as outside clubs, which can help them fulfil their potential.

Lessons are differentiated by the class teacher using the STEP approach:

S – amending SPACE available for individual children

T – adjusting the TASK where necessary

E – changing EQUIPMENT for different children

P – using support staff/additional PEOPLE where children need adult help

Health and Safety:

Sladefield Infant School follows guidelines as set out in the document 'Health and Safety.' Risk Assessments are in place and are read and signed by staff annually. The school has dedicated First Aid staff available to treat all injuries. All injuries must be recorded following the guidelines outlined in

the 'First Aid Policy'. Children who require inhalers are to bring these along to PE lessons so that they are immediately available should they be required.

Clothing for PE Activities:

Standard Kit:

Red t-shirt, black shorts/leggings and black pumps.

Jewellery:

All jewellery, including earrings, must be removed before any physical activity.

Hair:

All long hair should be tied up.

All staff members are required to wear appropriate footwear and clothing when teaching PE to ensure the safety of the children and themselves.

Assessment:

Assessment in PE lessons will be ongoing Assessment for Learning with teachers observing and providing feedback to ensure all learners make at least good progress. All pupils will use self and peer assessment to know where they are at in their learning and what their next steps are.

Children will be assessed in conjunction with the National Curriculum; class teachers will liaise continually with the PE Apprentice to decide whether children are operating at the expected standard for their age, based upon the learning objectives that have been covered across that unit of work.

When a child is not operating at the expected standard, the class teacher will work with the PE Apprentice in order to re-visit these skills as units are taught in order to support children in developing in these areas.

When a child is showing that they are gifted in a specific area, this will also be identified through half-termly assessments, with key reasoning being identified as to why staff feel that these children are demonstrating this level of ability.

Celebration & Achievement:

Children's sporting achievements (both at school and out of school) are celebrated in our weekly Celebration Assembly. Children are encouraged to present their sporting trophies/certificates during this assembly; these include those awarded when children have participated in a Kingsbury event.

Each class also chooses 5 'Sporting Superstars' each week, these are chosen for a variety of reasons, such as attitude to learning, excellent skills, progression, teamwork and/or passion. These children are rewarded with a 'coin' as part of the 'Sladefield Spend' initiative, and a certificate awarded by the PE Apprentice.

EYFS Provision:

In the Early Years Foundation Stage, we aim to provide the children with a wide range of physical activities and experiences to motivate them to be active. We provide children with equipment and

resources that are both interesting and challenging, and plan activities that offer plenty of opportunities for physical activity.

The Physical Development activities on offer to children in the EYFS at Sladefield are:

- Finger Gym
- riding bikes, scooters and wheeled vehicles as part of the Big Toys provision
- using the climbing equipment in the Reception playground to climb, slide, swing and hang
- participating in multi-skills activities which include races, obstacle courses and ball skills
- participating in indoor hall activities such as Dance, Gymnastics, Games and Apparatus sessions.

Key Stage 1 Provision:

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

Pupils should be taught to:

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

After-school provision:

At Sladefield, we offer the opportunity to take part in 4 after-school activities around gymnastics, competitive sport and healthy eating each week as a minimum. These are predominantly led by the PE Apprentice, or trained support staff.

Where applicable, the school will also work with other providers in order to develop opportunities for the children to participate in alternative activities, potentially when the provider has the expertise in order to support pupils in their development in this specific area.

Written by: Louise Lucas (PE Leader)
December 2019

Review date: December 2021

Attached – Risk Assessments for the following activities:

- Dance
- Games
- Use of PE mats
- Gymnastics

Dance					
Hazard	Risk	Individuals at risk	Risk	Control Measures (Current)	Residual Risk rating Low, Medium, High
Physical demands of the activity	Physical injury Collision Slips Trips and Falls	The participant or persons in close proximity	Medium	<p>Training - Teachers should be qualified or experienced and know about the physical activity of the human body.</p> <p>Procedures –</p> <ul style="list-style-type: none"> • Adequate warm up is required. • Clothing should be suitable. • Pupils should change into suitable footwear or be in bare feet. • Tights, stockings, socks are not suitable. • Any foods should not be chewed during active participation. • All jewellery including religious jewellery, headscarves, watches, and other personal effects should not be worn during participation. <p>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.</p> <p>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.</p> <p>Environment - 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.</p> <p>If modifications are made to equipment any associated risks must be assessed separately.</p> <p>Hard floors can cause damage to joints or muscles through constant jarring. Use mats for body activity work.</p> <p>Any obstructions in the activity space will be removed before activity takes place. If removal is not possible the participants must be adequately warned and the obstruction clearly signed and covered with protective padding.</p> <p>Floors should be maintained in good condition with no loose boards, splinters, cracks, and lifting edges or irregular surfaces.</p> <p>Dust should not be allowed to accumulate. Cleaning or mopping should not leave slippery surfaces. Any glass panelling should be marked to aid visibility and reinforced to resist impact fracture. Any breakages should be repaired before activity can continue.</p> <p>Walls should be smooth to avoid friction injuries should contact occur.</p> <p>Heating should maintain an adequate working temperature and should be adjustable to meet prevailing conditions.</p> <p>Monitoring - A maintenance programme for recognition of faults, defects, failures and repairs to equipment should be in place. Any concerns should be raised to the caretaker and headteacher. Careful thought should be given to the frequency, intensity, and duration of exercise.</p> <p>The health of pupils will be monitored during physical activity and their medicines such as inhalers should be made readily available for them.</p>	Low

Indoor and Outdoor Games: Physical Literacy, Multi-Skills, Football, Hockey, Rounders, Tennis and Athletics etc					
Hazard	Risk	Individuals at risk	Risk	Control Measures (Current)	Residual Risk rating Low, Medium, High
Weather Conditions Other Competitors Obstructions Playing surface	Wet, Cold, Sunburn Collision with other competitors or obstructions Slips Trips and Falls Abrasions Infection Muscle/joint or ligament damage	Those playing the game, officials and spectators	Medium	<p>Training - 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. Knowledge of basic first aid is desirable.</p> <p>Procedures –</p> <ul style="list-style-type: none"> • 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. <p>All injuries should be recorded and treated in accordance with appropriate first aid procedures. Open cuts and abrasions must be given appropriate first aid treatment. Consideration should be given to the method to be employed to seek help in the case of an emergency.</p> <p>Environment - If the game is being played indoors any glass panelling or obstructions must be adequately protected. Outdoor playgrounds 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. Playgrounds should be free of loose grit. Playing surfaces should be relatively level with no acute hollows or bumps. The playing area should be 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 must be allowed between the playing areas.</p> <p>Equipment - An adequate first aid kit must be readily available. Goal posts should be of a rigid construction with secure fixings at points of intersection. Plastic cones can be used for improvised goals, stakes or sharp-ended objects are not to be used. Portable goals and posts should be stable when in use and securely anchored if left in situ. Netball posts should be weighted to ensure stability and should not protrude into the court.</p> <p>Monitoring - A maintenance programme for recognition of faults, defects, failures and repairs to equipment should be in place.</p>	Low

Use of indoor mats for P.E					
Hazard	Risk	Individuals at risk	Risk	Control Measures (Current)	Residual Risk rating Low, Medium, High
Misuse of mats Apparatus	Slips Trips and Falls Injury from dismounting Apparatus	Pupils using the apparatus and others in the vicinity of the equipment and matting	Medium	<p>Training: 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. high jumping.</p> <p>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.</p> <p>Children should be taught to recognise the need to use mats in a disciplined way and how to handle them when picking them up. Each child should hold onto the corner of the mat to ensure the mat is being held safely and correctly.</p> <p>Procedures: Mats will be selected with care in order to meet the needs of the child and the activity being followed.</p> <p>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.</p> <p>Pupils should be protected against a false sense of security in the way mats offer them protection.</p> <p>Gymnastics –</p> <p>The placing of mats is very important. They will be used where it is expected that children will need to cushion deliberate landings.</p> <p>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.</p> <p>Where mats are to the side of each other, care should be taken not to leave gaps into which young people might land and thereby injure themselves.</p> <p>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.</p> <p>General purpose mats of approx. 25mm thickness are adequate to meet most landing needs inherent in the usual level of school gymnastics.</p> <p>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.</p> <p>Thick landing mattresses should not be relied upon to absorb any kind of landing and to prevent injury.</p> <p>Environment: Mats should not be placed around profusely and indiscriminately as they can produce real danger to young people accidentally tripping over them and falling.</p> <p>Monitoring: 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.</p> <p>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.</p>	Low

Gymnastics					
Hazard	Risk	Individuals at risk	Risk	Control Measures (Current)	Residual Risk rating Low, Medium, High
Uncontrolled movement Apparatus	Overstretching twisting turning arching Physical injury Slips Trips and Falls	Those involved in the activity or those in close proximity	Medium	<p>Training - Teachers should be qualified or experienced and know about the physical activity 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. This maybe particularly relevant when using apparatus. Only teachers with a nationally accepted qualification will be allowed to teach pupils the use of specific equipment such as vaults, parallel bars, or beam.</p> <p>Procedures - If apparatus is being used the arrangement of such should allow sufficient space between pieces and walls for the activity to be undertaken safely.</p> <p>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.</p> <p>The use of equipment, such as stage blocks, which are not specifically designed for use in gymnastics, must be carefully considered for hazards and other attendant risks.</p> <ul style="list-style-type: none"> • No headstands to be permitted or taught • No jumping permitted from large apparatus • Pupils to wear appropriate kit: tucked in t-shirts, shorts, leotards, soft rubber soled plimsolls, bare feet, shoulder length hair tied back with soft 'scrunchie'. NB: trainers or only socks are inappropriate for gymnastics activities • Teaching staff to wear appropriate kit, especially if demonstrating. The bare minimum would be bare feet, flat shoes, plimsolls or trainers • A suitably graded warm up period should precede the main activity. • Suitable clothing should be worn that does not restrict movement. • Pupils should change into suitable footwear or be in bare feet. • Tights stockings, socks are not suitable. • All jewellery including religious jewellery and other personal effects must be removed before active participation. • Any foods should not be chewed during active participation. <p>Environment - 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. Cleaning or mopping should not leave slippery surfaces.</p> <p>Glass should be smoked, coloured or otherwise marked for visibility and reinforced to resist impact fracture.</p> <p>Any breakage should be repaired before activity can continue.</p> <p>Walls should be smooth to avoid friction injuries should contact occur.</p> <p>Heating should enable an adequate working temperature and should be adjustable to meet prevailing conditions.</p> <p><u>Equipment:</u></p> <ul style="list-style-type: none"> • Equipment must be annually checked by a competent company and half yearly by a competent member of staff • Equipment to be visually checked prior to use to ensure appropriate for purpose, fixed and stable. • Equipment deemed to be condemned or requiring repair must be marked, reported and removed from usage immediately, repaired / disposed of as appropriate • Equipment stored safely and appropriately to minimise distance carried, e.g. benches, trestle tables, stools, and children shown how to use and carry equipment safely and appropriately • Appropriate positioning of curriculum equipment, e.g. not near walls, sufficient space to work, and progressive use of equipment, e.g. floor, spots, ropes, mats, benches, low tables, mid level tables, stools, large apparatus • 'Impact' mats must be used as exit areas and to provide a cushioned area and protection from controlled descent from apparatus • Jumping down from climbing frames or ropes is not recommended. Both these items of apparatus are concerned with climbing, traversing and descending and the equipment should be used for these purposes • Mats should never be indiscriminately placed around the working area. Each mat should be placed with a specific purpose in mind, associated with developing confidence, comfort in working and developing changes in direction • Mats should never be used to protect against the foreseeable outcomes of poorly developed skill. It is better that apparatus and task are modified to accurately reflect pupil need and capability, thereby minimising the risk of falling and poorly controlled dismounts <p>Monitoring - 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. A maintenance programme for recognition of faults, defects, failures and repairs to equipment should be in place. The health of pupils will be monitored during physical activity and their medicines such as inhalers should be made readily available for them.</p>	Low

