



# Pilgrims School

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## Physical Education Policy

September 2021

Next review date: September 2022



## Introduction

At Pilgrims we recognise that physical education (PE), experienced in a safe and supportive environment, is a unique and vital contributor to children's physical development and well-being. Not only does physical activity improve children's physical health but it also has a positive effect on their mental well-being. Physical education contributes to academic achievement, emotional security and interaction with others. Our school aims to encourage all children to participate and enjoy exercise so that a healthy lifestyle can be continued into adulthood.

Physical Education is a foundation subject within the National Curriculum and Physical\_Development is one of the prime areas identified in the Statutory Framework for the Early Years Foundation Stage. It is a practical subject that gives all children irrespective of age, gender or ability, opportunities for participation, enjoyment and success.

## School Values

This policy reflects the school vision and values.

At Pilgrims we inspire each child to love learning. We recognise the importance of making learning fun, interesting, meaningful and memorable. In PE we encourage each child to connect ideas, build on prior knowledge and deepen understanding.

In keeping with the School's values, staff and governors are committed to:

### Kindness

- Providing a safe, stimulating learning environment
- Developing effective relationships within PE lessons and within the wider community

### Curiosity

- Making learning an enjoyable and challenging experience
- Fostering imagination, creativity, problem solving and a willingness to take risks
- Promoting assessment for learning building on what the children already know and encouraging a greater responsibility and ability to think and learn for themselves.
- Encouraging sports specific skills, knowledge and understanding
- Making links between PE and other curriculum areas

### Respect

- Ensuring that every child succeeds by providing an inclusive education with a culture of high expectations
- Celebrating achievements and success in and out of school
- Encourage understanding and attitudes that value and respect the views and feelings of others
- Promoting health and fitness

## Aims

- To contribute to the physical development of each child: strength, fitness, speed, gross and fine motor skills
- To learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- To develop a positive attitude and interest in a wide range of physical activities
- To contribute positively to individual children's self-confidence and to develop social skills (cooperating in groups, following rules, playing fairly and listening to other's ideas)
- To develop an understanding of perseverance and to experience success
- To promote a healthy and fulfilling lifestyle by developing a lifelong love of physical activity

For children in Reception –Year 2

- To develop children's knowledge and ability in athletics, dance, games, gymnastics, swimming, outdoor and adventurous activities (Year 2)

For children in the Early Years Foundation Stage (Babies – Reception)

- To develop within 2 areas:
  - Moving and Handling – all of the children have access to a hall time where they can access the climbing equipment and other large and small apparatus. In Little Pilgrims and Pre School the children have free flow access to the outside areas including the bikes and other wheeled toys.
  - Health and self-care – routines are promoted and reinforced as appropriate to the child's age and stage of development.

## Organisation

PE is taught by class teachers (gym, dance and athletics) for an hour each week. Swimming is taught by a specialist swimming teacher from Kindergarten upwards. Children in the EYFS have 2x30 minute swimming lessons each week throughout the year (Kindergarten start in the second half of the Autumn Term). Children in Year 1 and Year 2 have 1x40 minute swimming lesson each week. Children from Reception to Year 2 receive 1 hour of specialist games coaching each week throughout the year (see Appendix A for Curriculum Map).

Teachers make use of the school hall, field, hard court, sports hall and swimming pool.

## The Curriculum

PE activities are planned in-line with the National curriculum guidelines and the Early Years Foundation Stage documentation. The school also has its own key skills lists for PE (in line with other curriculum areas) and these are available on the server. Teachers should refer to these lists when planning PE for their year groups or classes.

All children throughout each key stage will be given opportunities to plan, perform and evaluate during Physical Education lessons. Children will work in groups, pairs and as individuals. All Physical Education activities should be enjoyable, safe and yet challenging. The ideals associated with fair play, honest competition and the idea of doing one's best is actively encouraged and praised during all lessons (see Appendix A for Curriculum Map).

## Learning and Teaching

Pilgrims uses a themed contextual approach to learning and teaching (creative curriculum). When elements can be explored in a physical education context, this opportunity should be used. This will be more applicable to dance and any skills that cannot be linked to the theme must be taught discretely. Teachers may plan their own lessons for their class/year group using the school skills lists for PE. Val Sabin resources are also available to use selectively if preferred.

All PE lessons must be fun and enjoyable and should also include the following elements:

Gymnastics lessons should include

- warm up games or activities,
- movement exploration,
- direct teaching of skills where appropriate,
- opportunities to practise skills,
- opportunities to transfer floor-work ideas onto apparatus where appropriate
- opportunities to demonstrate and improve performance
- cool down activities

Dance lessons should include

- warm up activities
- skill practise and development
- performance
- evaluation
- cool down

Games, athletics and swimming lessons should include

- warm up games or activities
- skill practise and development
- direct teaching of skills where appropriate
- application of skills in a game or activity
- cool down

Learning intentions and success criteria should be shared with the children as in other subjects.

## Children not taking part

Children should only miss P.E. lessons on health grounds when it is requested by their parents either directly or by a letter to school. If they do not have a note the teacher should use their own discretion as to whether the pupil is fit enough to participate. The child's parent or carer should be spoken to at the earliest opportunity where a note has not been provided by a parent or carer.

Children not taking part physically can be encouraged to take on an observational role in the lesson. This provides the child with an opportunity to critically analyse the lesson in which they are not participating in.

## PE Kit

Children wear school PE kit for gymnastics, games and athletics. For all gymnastics lessons, children should be barefoot and wearing PE shorts and polo shirt. Some dance lessons in the EYFS and Key Stage 1 may be undertaken in normal school uniform but with socks and shoes removed. Staff should be appropriately dressed for physical activity when teaching PE.

Children who are persistently without their kit should be reminded of the importance of P.E. and if necessary, a letter should be sent home, asking their parents for cooperation.

Glasses should be discouraged unless on medical advice.

Long hair must be tied back at all times.

## Equipment

The focus during gymnastics lessons should be on maximum participation by all children. When appropriate however, children should be encouraged to help in the setting up and clearing of equipment. The correct guidelines for lifting and carrying should be followed (See Appendix B – Equipment Handling). The correct guidelines regarding safe use of equipment should also be adhered to (See Appendix C – Equipment Usage). All large equipment should be serviced annually by a competent external contractor.

## Health and Safety

(see also Health and Safety, Safeguarding and Accident and First Aid policies)

### **General**

Lessons are taught taking into account the health and safety of all. Safe practice is essential and must be promoted, discussed and modelled at all times. Where necessary, risk assessments are carried out to ensure safety issues have been identified and managed effectively. All teachers who deliver PE lessons are expected to have read all related Risk Assessments and ensure all controls are in place.

The link between health and physical activity will be emphasised at every opportunity. All accidents in Physical Education lessons are recorded as per the Accident and First Aid policy.

When engaged in Physical Education children are expected to behave in a considerate, responsible manner showing respect for other people and equipment. During Physical Education, children will be encouraged to discuss safety implications concerning themselves and others. Gymnastics lessons should be undertaken with minimum noise levels for health and safety reasons.

The safe use of equipment will be encouraged at all times and children will be trained to move and store equipment in a safe manner when appropriate (See Appendix B – Equipment Handling). Adults must always check the gymnastics equipment once it is in position to ensure it is safe for use. All adults working at the school have a responsibility to report any defects in equipment to the PE Coordinator.

Gymnastics lessons should be undertaken in bare feet. In the case of medical conditions where this is not possible, the child should wear PE shoes. Children should wear a sock whilst swimming if they have a verruca.

Teachers should set a good example by wearing clothing appropriate to the activity they are teaching.

Teachers should be aware of any medical conditions of individual children that they will be teaching (such as asthma, diabetes or epilepsy) to ensure that they participate as fully as possible in the lesson. Children who need inhalers should have them available to hand in the lesson.

Throughout the school phases, children will be taught how to lift, carry, assemble and use equipment safely.

Teachers should check the resources and equipment that they are going to use in a lesson to ensure that they are safe or have been assembled safely and are ready for use.

No equipment or apparatus should be used where a teacher has a concern about its safety.

If a teacher feels that the environment for the lesson provides a Health and Safety risk, the PE lesson should not take place. The children should return to class. This potential risk should be reported to the Estates and Property Manager (or Deputy) immediately.

For swimming lessons, the swimming instructor and the school maintenance team should check the pool environment and chlorine levels of the pool before swimming lessons each day.

## **Jewellery**

All jewellery should be removed prior to P.E. lessons. This has to be removed by the child independently. Our staff members are not allowed to do this on their behalf

Body piercings with jewellery items can pose a problem during P.E. sessions. If the jewellery items are caught by accident, they may cause significant damage to your child and others around them.

Parents are asked to remove their child's jewellery items prior to coming to school on P.E. days in order for them to take part in the lesson.

If any items of jewellery cannot be removed by the child, we must insist that they are not allowed to take part in P.E. lessons until such time as this can be dealt with.

## **Activities in the Sports Hall**

Two staff are required to collect and walk the children over to the sports hall with one adult leading the line and the second adult walking at the back. The crossing at the top of the drive must be used to cross the children over the road. To use the crossing the lead adult should stop on the crossing and see the children across until the adult at the back can take over. The children should be instructed to walk across and wait by the first tree/lamppost until the first adult re-joins the line.

Entrance to the sports hall is gained with a swipe card, and the door must be closed fully to engage the magnetic lock. Please don't lock it with the thumb turn, as this means we will be unable to access the hall in the event of an emergency. Once all of the children are inside the sports hall the outside door should be fully closed and locked.

Anyone going to the sports hall must take the hall rucksack with them (which includes a first aid kit) and a two-way radio (obtained from reception) for communication purposes.

If a child needs to go the toilet one of the coaches should direct the child to the disabled toilet on the ground floor. The coach should wait in the doorway of the sports hall until the child is ready to return – this will allow the coach to still have an eye on the children in the hall and the child returning from the toilet.

Only people authorised by the Harpur Trust are allowed into the Sports Hall and should be accompanied. If an adult enters the hall who is not a member of Pilgrims Staff the coaches should speak directly to the adult and ask why they are there. This information should then be shared immediately with the Estates and Property Manager at Pilgrims. If urgent repair work needs to be carried out when the hall should be in use by Pilgrims the Estates and Property Manager will risk assess whether it's possible for the children to still attend their club and, if not, cancel the session and inform the club co-ordinator, coaches and parents.

## **Special Educational Needs**

(also see SEN Policy)

Children with SEN are encouraged to take part whenever possible through differentiated activity, which effectively, safely and sensitively targets their needs. Physical Education lessons are differentiated to provide interesting and challenging experiences for children of all levels of ability. Planning will be differentiated to accommodate individual children's needs where relevant. Teaching and learning will take into account the current policy for children with special educational needs.

## **Able, Gifted and Talented**

(also see More Able, Gifted and Talented Policy)

All PE lessons should include differentiated activities catering for all levels of ability. Children identified by class teachers or games coaches as being more able, gifted or talented are added to the A, G and T register. An enrichment games club and a swim squad are available for children identified as more able, gifted or talented.

## **Inclusion**

Physical Education gives all children regardless of gender, ethnic group, culture, ability or EAL full access to the PE curriculum and provides opportunities for participation, enjoyment and success.

## **Assessment**

In Physical Education, teachers use the school's skills lists to identify age-related expectations for each PE curriculum area at the start of a term. The year group leader will maintain a highlighted copy of the list to show coverage over the year. Informal, teacher assessments are carried out throughout the year and these are recorded in Learning Journals in the EYFS and used to make formal judgements that are recorded in the end of year pupil report. Class teachers complete a class assessment sheet for gymnastics and dance and these are shared with the PE Coordinator at the end of a unit of work. This information should also be used by the class teacher when writing the end of year report for parents. The external games coaches assess the children in relation to their participation, attainment and attitude and provide this information to class teachers.

## **Competition**

Healthy competition is actively encouraged where appropriate. Opportunities for intra-competition within school and competition with other schools is provided:

- Annual School Sports Day in the Summer Term
- Annual water sports event
- Healthy Heart Week takes place each year and often includes a sponsored event or intra school competition

- Key Stage 1 children take part in Sports Festivals with other local primary schools
- Inter-school swimming gala
- Inter-school tennis tournaments with other Harpur Trust schools

## **Extra-curricular activities**

A wide range of sporting extra-curricular clubs are provided including swimming, gymnastics, ballet, football, cricket, tennis, tag rugby and multi-skills. Parents enrol their children for these on a termly basis.

## **Healthy Heart Week**

A whole school Healthy Heart Week is organised every year and aims to:

- Provide opportunities for children to take part in a wide range of physical activities
- Promote healthy eating
- Encourage healthy lifestyle choices
- Provide cross-curricular opportunities for Physical Education and health

The organisation and funding for this is provided by the PE, Science and PSHEE Coordinators.

## **Resources**

The PE Coordinator is responsible for the annual PE budget and for buying and replacing resources. PE equipment is stored in the trolley in the hall and in the outside PE shed. All equipment should be returned promptly after use. Any lost or damaged items should be reported to the PE Coordinator. Children are encouraged to treat all resources with respect. Books and planning resources are available in the PE cupboard in the staffroom.

## APPENDIX A: Physical Education Curriculum Map 2019-2020

	AUTUMN A			AUTUMN B		
	Swimming	Games	Gym/Dance	Swimming	Games	Gym/Dance
Pre School	2x 30mins		1 x 30 mins dance 1 x 30 mins gym	2x 30mins		1 x 30 mins dance 1 x 30 mins gym
Reception	2x 30mins	1 x 60 mins football (R & D)	1 x 45 dance	2x 30mins	1x 60 mins multi skills (R &D)	1 x 45 mins dance
Year 1	1x 40mins	1 x 60 mins football (R & D)	1 x 60 mins gym	1X 40mins	1x 60 mins multi skills(R&D)	1 x 60 mins gym
Year 2	1x 40mins	1 x 60 mins football (R & D)	1 x 60 mins gym	1x 40mins	1x 60 mins multi skills (R&D)	1 x 60 mins gym

	SPRING A			SPRING B		
	Swimming	Games	Gym/Dance	Swimming	Games	Gym/Dance
Pre School	2x 30mins		1 x 30 mins	2x 30mins		1 x 30 mins dance 1 x 30 mins gym
Reception	2x 30mins	1 x 60 mins basketball (R & D)	1 x 45 mins gym	2x 30mins	1 x 60 mins Athletics (R&D)	1 x 45 mins gym
Year 1	1x 40mins	1x 60 mins basketball (R & D)	1 x 60 mins dance	1x 40mins	1x 60 mins Athletics (R&D)	1 x 60 mins dance
Year 2	1x 40mins	1 x 60 mins basketball (R & D)	1 x 60 mins dance	1x 40mins	1 x 60 mins Athletics (R&D)	1 x 60 mins dance

	SUMMER A			SUMMER B		
	Swimming	Games	Athletics/Dance	Swimming	Games	Athletics/Dance
Pre School	2x 30mins		1 x 30 mins dance 1 x 30 mins athletics	2x 30mins		1 x 30 mins dance 1 x 30 mins athletics
Reception	2x 30mins	1 x 60 mins tennis (Riverside)	1 x 45 mins (class teacher) athletics	2x 30mins	1 x 60 mins tennis (Riverside) 1 x 45 mins striking/fielding games skills (class teacher)	1 x 45 mins (class teacher) athletics
Year 1	1x 40mins	1 x 60 mins tennis (Riverside)	1 x 60 mins (class teacher) athletics	2x 30mins	1 x 60 mins tennis (Riverside) 1 x 60 mins creating games (class teacher)	1 x 60 mins (class teacher) athletics
Year 2	1x 40mins	1 x 60 mins tennis (Riverside)	1 x 60 mins (class teacher) athletics	2x 30mins	1 x 60 mins tennis (Riverside) 1 x 60 mins striking/fielding games (class teacher)	1 x 60 mins (class teacher) athletics

## APPENDIX B: PE Equipment Handling

Equipment	Suggested uses	Restrictions
Crash Mat	DO NOT USE FOR CURRICULUM PE	
Springboard	DO NOT USE FOR CURRICULUM PE	
Mats - blue lightweight	<ul style="list-style-type: none"> <li>• 2 children</li> <li>• Face direction of travel</li> <li>• Thumbs on top</li> <li>• Adults to remove from / replace on trolley (store smooth sides face to face)</li> </ul>	
Foam Wedge	<ul style="list-style-type: none"> <li>• 2 children</li> <li>• Face direction of travel</li> <li>• Hold underneath</li> </ul>	
Agility table – small	<ul style="list-style-type: none"> <li>• 4 children</li> <li>• Face direction of travel</li> </ul>	
Agility table – large	<ul style="list-style-type: none"> <li>• Adults only</li> </ul>	
Pole	<ul style="list-style-type: none"> <li>• 2 children</li> <li>• Face direction of travel</li> </ul>	
Ladder / Cat Ladder	<ul style="list-style-type: none"> <li>• 4 children</li> <li>• Face direction of travel</li> <li>• 2 children at each end</li> </ul>	
Plank	<ul style="list-style-type: none"> <li>• 4 children</li> <li>• Face direction of travel</li> <li>• 2 children at each end</li> </ul>	
Bench	<ul style="list-style-type: none"> <li>• 4 children</li> <li>• Face direction of travel</li> <li>• 2 children at each end</li> </ul>	
Climbing frame and Scramble Net	<ul style="list-style-type: none"> <li>• Adults only</li> </ul>	

## APPENDIX C: PE Equipment Usage

Equipment	Suggested uses	Restrictions
Crash Mat	DO NOT USE FOR CURRICULUM PE	
Springboard	DO NOT USE FOR CURRICULUM PE	
Trampette	DO NOT USE FOR CURRICULUM PE	
Mats - blue lightweight	<ul style="list-style-type: none"> <li>As a landing area when jumping off apparatus</li> <li>May be used under the pole if children are likely to be inverted</li> </ul>	<ul style="list-style-type: none"> <li>Do not place around climbing frame or other equipment</li> </ul>
Foam Wedge	<ul style="list-style-type: none"> <li>For rolling down – sideways and forward roll progressions</li> </ul>	<ul style="list-style-type: none"> <li>Do not use in between other equipment</li> <li>Not to be used for jumping onto</li> </ul>
Agility table – small	<ul style="list-style-type: none"> <li>For linking other pieces of apparatus</li> <li>For jumping off</li> <li>For sliding under</li> </ul>	
Agility table – large	<ul style="list-style-type: none"> <li>For linking other pieces of apparatus</li> <li>For sliding under</li> </ul>	<ul style="list-style-type: none"> <li>Do not use for jumping off</li> </ul>
Pole	<ul style="list-style-type: none"> <li>For sliding along</li> <li>For rolling over</li> </ul>	<ul style="list-style-type: none"> <li>Do not walk along</li> </ul>
Ladder/Cat Ladder	<ul style="list-style-type: none"> <li>For climbing up and down</li> </ul>	
Plank	<ul style="list-style-type: none"> <li>For travelling along including sliding</li> </ul>	
Bench	<ul style="list-style-type: none"> <li>For travelling along</li> </ul>	
Bench (upturned)	<ul style="list-style-type: none"> <li>For travelling and balancing</li> </ul>	<ul style="list-style-type: none"> <li>Legs of bench must not be tucked under (metal on floor) but should be opened out at each end. Children to be reminded not to trip over legs.</li> </ul>

		
Climbing frame	<ul style="list-style-type: none"> <li>• For body shape themes, hanging, swinging, climbing, travelling over, under, around and through</li> </ul>	<ul style="list-style-type: none"> <li>• Do not jump off</li> </ul>
Scramble Net	<ul style="list-style-type: none"> <li>• For climbing and stepping activities</li> </ul>	<ul style="list-style-type: none"> <li>• Attach to high or low agility table</li> </ul>

# APPENDIX D: PE Risk Assessment



## Risk Assessment

<b>Completed by</b>	Lucy Nightingale / Robbin Brough	Work area or activity being assessed. Describe what goes on there / what is involved:	<b>PE lessons – Main school</b>
<b>Assessment date</b>	March 2021		
<b>Review date</b>	March 2022		

STEP 1 – HAZARD CHECKLIST					
1. Asbestos		10. Food hygiene		19. Violence at work	
2. Compressed gases / pressure systems		11. Hazardous substances (CoSHH)		20. Welfare (hot / cold / wet)	y
3. Confined spaces		12. Lone working		21. Working at height	y
4. Contact with moving vehicles		13. Manual handling	y	<b>How else can people get hurt? (specify below)</b>	
5. Dangerous machinery / equipment		14. Noise exposure		22. Infection	y
6. Display screen equipment (DSE)		15. Occupational driving			
7. Electricity		16. Repetitive strain injury			
8. Falling objects	y	17. Slips and trips	y		
9. Fire and explosion (including the storage of flammable materials)		18. Stress			

## Risk Assessment



**STEP 2 – Now assess the risks from the hazards identified on the previous page by completing the form below.**

What could cause harm? (taken from Step 1)	Who might be harmed and how? (students, staff, visitors, contractors)	Control measures What is already done to stop people getting hurt?	Residual risk* High / Medium / Low (See Table 1 for guidance)	Can further actions be taken to reduce the level of risk? Yes / No If Yes, give details in the action plan
<b>Dance lessons</b> <b>Slips / trips / falls</b>	students	The hall is cleared and floor is checked before the lesson starts  The children dance in bare feet to prevent slipping		
<b>Athletics</b> <b>Falling objects</b>	Students / staff	The lessons take place on the field Clearly defined areas for throwing and catching Children only throw and catch beanbags / air flow balls / other objects that are not heavy enough to cause injury should someone be hit by a thrown object		
<b>Slips / trips / falls</b>		The field is checked before use Children are shown how to safely jump over hurdles or maneuver around cones etc. First aid kit and radio on the field to be able to administer first aid and summon assistance if required Appropriate staff supervision ratios maintained Children given clear instructions on where they are running or how to pass the baton from one person to the next		

## Risk Assessment



<b>Welfare</b>		<p>If the weather is too cold / wet the children will undertake PE lessons inside</p> <p>In the event of hot weather, the children wear sunhats and sunscreen and take water bottles onto the field</p> <p>In the event of extremely hot weather the children will undertake PE lessons inside</p>		
<b>Gymnastics Slips / trips / falls</b>	Students / staff	<p>The hall is cleared of unnecessary items to prevent slips/trips/falls</p> <p>Children are instructed how to use each item of equipment safely</p> <p>Children are instructed to bend their knees when they land</p> <p>First aid provision available</p>		
<b>Falling from height</b>		<p>Using the gymnastics equipment, staff put out the wall apparatus and floor mats are placed around it.</p> <p>Children are instructed on how to use the apparatus safely</p> <p>Children do not jump off the large A frame</p> <p>Children jump from the small A frame only. They land on mats and are taught to bend their knees.</p> <p>Low benches are used for balancing, children are instructed how to use these safely and to bend their knees on landing if they jump off.</p> <p>Activities are appropriate to the age of the children and their abilities</p> <p>First aid provision available</p>		
<b>Infection</b>	Students/ Staff	<p>The equipment is cleaned with appropriate cleaning supplies which are located in the Hall after each lesson. PE lessons follow the same generic guidelines as in other classrooms to stop the spread of infectious illnesses.</p>		

## Risk Assessment



**STEP 3 – ACTION PLAN (Give details of actions to be taken that will reduce risks to health and safety)**

Describe as fully as possible the action to be taken	Who is responsible for ensuring the action is carried out?	Date by which action is to be completed	Confirmation that required action has been completed  (Signature of person responsible for ensuring action completed and date)

## Risk Assessment



Severity	Likelihood				
	1 Very Unlikely (Freak event – no known history)	2 Unlikely (Unlikely sequence of events)	3 Possible (Foreseeable under unusual circumstances)	4 Likely (Easily foreseeable- odd incident may have occurred)	5 Very Likely (Common occurrence – aware of incidents)
1 Negligible (No visible injury – no First Aid required)	Low	Low	Low	Low	Medium
2 Slight (Minor cuts, bruises – no long term effects)	Low	Low	Low	Medium	Medium
3 Moderate (Heavy bruising, deep flesh wound. Lost time accident)	Low	Low	Medium	Medium	High
4 Severe (Lost time accidents and major injuries)	Medium	Medium	Medium	High	High
5 Very Severe (Long term disability or death)	Medium	Medium	High	High	High

