



Pilgrims School

Physical Education Policy

November 2022

Next review date: November 2023



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Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims, Kindergarten and Pre School) and Pilgrims Main School.

Aims of our PE curriculum

At Pilgrims we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

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

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils in KS1:

- 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

EYFS

We encourage the physical development of our children from Pre-School through to Reception as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

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.

Teaching and learning

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

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 (see Appendix A for Curriculum Map). The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, and link to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Organisation

PE is taught by class teachers for an hour each week. Swimming is taught by a specialist swimming teacher from Kindergarten upwards. 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.

Health and Safety

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

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 (See appendix D for PE Risk Assessment). If a teacher feels that the environment for the lesson provides a Health and Safety risk, the PE lesson should not take place. This potential risk should be reported to the Estates and Facilities Manager immediately. 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. 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.

Equipment

The safe use of equipment will be encouraged and modelled at all times. 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). 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 and large equipment should be serviced annually by a competent external contractor.

PE Kit

All children at Pilgrims wear school PE kit for PE lessons. We will always endeavour to provide spare kit for pupils who forget to bring their own to ensure that children do not miss PE lessons. Children who are persistently without their kit should be reminded of the importance of PE and if necessary, a letter should be sent home, asking their parents for cooperation. Gymnastics lessons should be undertaken in bare feet, avoiding a mixture of shoes and bare feet. Children may also be asked to remove their shoes when participating in indoor activities such as dance and yoga. Some dance/yoga lessons may be undertaken in normal school uniform but with socks and shoes removed. Glasses should be discouraged unless on medical advice and long/medium length hair must be tied back at all times.

All jewellery, including watches should be removed before all PE lessons. If the removal of jewellery or studs is not possible, they should be securely taped and the teacher confident that this strategy is effective for the lesson.

Teaching staff should also be appropriately dressed to teach PE.

Taking Part

Children should only miss PE 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.

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.

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

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum. 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. The external games coaches assess the children and provide this information to class teachers for end of year reports.

Monitoring and Reviewing

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the curriculum leader.

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 a first aid kit and a two-way radio (obtained from reception) for communication purposes.

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 Facilities Manager at Pilgrims. If urgent repair work needs to be carried out when the hall should be in use by Pilgrims, the Estates and Facilities Manager will risk assess whether it is possible for the children to still attend their club and, if not, cancel the session and inform the club co-ordinator, coaches and parents.

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
- Inter-school swimming gala
- Inter-school sport tournaments with other Harpur Trust schools

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, health and wellbeing.

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

Resources

The PE Coordinator is responsible for the annual PE budget and for buying and replacing resources. PE equipment is stored in the cupboard in the hall. 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.

Safeguarding for Coaches and Club Leaders

(Who are not directly employed by the school).

Complete a paper copy of the iSAMS logging a safeguarding concern form which will be stored in your Club bag and pass to the DSL via the confidential envelope held at Reception. Remember all verbal conversations should be promptly recorded in writing. Do not use any other form or piece of paper. Writing on the back of other forms can cause confusion and error.

If you jotted your notes down on a piece of paper whilst talking to the child or immediately afterwards, attach that to the completed concern form. Avoid using an email to send your concern; emails are insecure, get missed, go to the wrong person and cannot be signed.

The envelope will be checked by the member of staff on Reception each morning and passed to the DSL.

If your concern needs immediate action please speak to the DSL, a member of the SLT or the member of staff on late duty for advice.

APPENDIX A: Physical Education Curriculum Map 2022-23

	AUTUMN A			AUTUMN B		
	Swimming	Games	PE	Swimming	Games	PE
Pre School	30 minutes		30 minutes dance	30 minutes		30 minutes dance
Reception	40 minutes	1 hour multi skills (R & D)	45 minutes dance	40 minutes	1 hour invasion (R & D)	45 minutes dance
Year 1	40 minutes	1 hour multi skills (R & D)	60 minutes gym	40 minutes	1 hour invasion (R & D)	60 minutes team building
Year 2	40 minutes	1 hour multi skills (R & D)	60 minutes gym	40 minutes	1 hour invasion (R & D)	60 minutes team building

	SPRING A			SPRING B		
	Swimming	Games	PE	Swimming	Games	PE
Pre School	30 minutes		30 minutes gym	30 minutes		30 minutes gym
Reception	40 minutes	1 hour invasion (Woolfy Sport)	45 minutes gym	40 minutes	1 hour striking & fielding (Woolfy Sport)	45 minutes gym
Year 1	40 minutes	1 hour invasion (Woolfy Sport)	60 minutes fundamentals	40 minutes	1 hour striking & fielding (Woolfy Sport)	60 minutes yoga
Year 2	40 minutes	1 hour invasion (Woolfy Sport)	60 minutes dance	40 minutes	1 hour striking & fielding (Woolfy Sport)	60 minutes dance

	SUMMER A			SUMMER B		
	Swimming	Games	PE	Swimming	Games	PE
Pre School	30 minutes		30 minutes athletics	30 minutes		30 minutes athletics
Reception	40 minutes	1 hour net and wall (Woolfy Sport)	45 minutes athletics	40 minutes	1 hour net and wall (Woolfy Sport)	45 minutes athletics
Year 1	40 minutes	1 hour net and wall (Woolfy Sport)	60 minutes dance	40 minutes	1 hour net and wall (Woolfy Sport)	60 minutes athletics
Year 2	40 minutes	1 hour tennis (Woolfy Sport)	60 minutes fitness	40 minutes	1 hour tennis (Woolfy Sport)	60 minutes athletics

APPENDIX B: PE Risk Assessment

Completed by	Jonathan Bennett	Work area or activity being assessed. Describe what goes on there / what is involved:	PE – Main School
Assessment date	November 2022		
Review date	November 2023		

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)	x
3. Confined spaces		12. Lone working		21. Working at height	x
4. Contact with moving vehicles		13. Manual handling	x	How else can people get hurt? (specify below)	
5. Dangerous machinery / equipment		14. Noise exposure			
6. Display screen equipment (DSE)		15. Occupational driving			
7. Electricity		16. Repetitive strain injury			
8. Falling objects	x	17. Slips and trips	x		
9. Fire and explosion (including the storage of flammable materials)		18. Stress			

STEP 2 – Now assess the risks from the hazards identified on the previous page by completing the form below						
Hazard (Taken from Step 1)	Who might be harmed? (students, staff, visitors, contractors)	How might harm occur?	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	Responsible Person
Falling Objects	Staff and students	Object striking person causing injury	<p>Items used for PE are lightweight</p> <p>Clearly defined areas for throwing and catching items</p> <p>Lesson is strictly controlled by teacher</p> <p>Where throwing an object is required this is usually done outside or in the larger sports hall</p>	4	No	PE Teacher
Slips and Trips	Staff, students and other users of the hall afterwards	Injuring body as a result, be that a graze, cut, sprain etc.	<p>Hall is cleared of all items prior to use</p> <p>Dance lessons require bare feet, no shoes</p> <p>Appropriate footwear always required as decided by PE teacher, taking note of weather conditions and activity</p> <p>Any spilt water from bottles is to be cleared up immediately</p> <p>First Aid kit taken out on to the field</p> <p>Children taught how to safely jump cones or hurdles by teacher prior to attempting</p> <p>Staff and children ratios adhered to at all times</p>	6	Yes	PE Teacher

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Apparatus	Staff and particularly students	Dangerous or damaged apparatus not working/operating as required, causing bodily injury	Equipment is annual checked by an approved contractor PE Teacher advised not to use faulty equipment but to report it to the Facilities Team asap	3	No	Facilities Team
Welfare	Staff and students	Becoming too hot or cold, or unable to access facilities causing distress	If the weather is too cold / wet the children will undertake PE lessons inside In the event of hot weather, the children wear sunhats and sunscreen and take water bottles onto the field In the event of extremely hot weather the children will undertake PE lessons inside Toilets available to children inside, permission required to use them but not restricted	6	Yes	PE Teacher
Falling from Height	Students and staff	Falling and causing injury to body, be that through impact, twisting or straining	Using the gymnastics equipment, staff put out the wall apparatus and floor mats are placed around it. Children are instructed on how to use the apparatus safely Children jump from the small and large A frames. They land on mats and are taught to bend their knees. 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. Activities are appropriate to the age of the children and their abilities First aid provision available	6	Yes	PE Teacher
Manual Handling	Staff and students	Hurting body through twisting, spraining, pulling etc.	PE teacher supervises any students who are moving items All staff required to complete health and safety iHasco training which includes manual handling	5	Yes	PE Teacher

			<p>Facilities Team are on hand to set up hall as required</p> <p>No items in the hall are particularly heavy</p>			
Other	Staff and students		<p>To avoid pulling muscles, appropriate warm-up exercised are completed at the start of the lesson and all activities are appropriate for the age, capability and size of the pupils.</p> <p>All equipment is checked regularly by staff</p> <p>Staff are trained adequately to use and store the equipment safely.</p> <p>Staff are trained to teach children how to lift and move equipment safely.</p> <p>Children with long hair to tie it back before PE and all jewelry to be removed before PE lessons.</p> <p>There should never be a mixture of bare feet and shoes within the group.</p>			PE Teacher


STEP 3 – ACTION PLAN (Give details of actions to be taken that will reduce risks to health and safety)					
Hazard (noted in table above)	Further action to reduce risk	Updated Risk Rating	Who is responsible for ensuring the action is carried out?	Date by which action is to be completed	Date action has been completed
Slips and trips	Consider postponing PE outside if weather conditions increase risk of slipping over	4	PE Teacher	As required on the day of the lesson	Ongoing
Welfare	Consider outdoor activities during cooler parts of the day, this may require timetable changes	4	PE Teacher / Head Teacher	As required on the day of the lesson	Ongoing
Falling from height	Consider the use of thick crash mats around wall mounted apparatus Consider replacing the activities at height with other ground level activities	6	PE Teacher	NA	
Manual handling	Facilities team could be considered to be on hand during set up of lesson to move items	3	PE Teacher	NA	

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

APPENDIX C: PE Equipment Handling

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

APPENDIX D: PE Equipment Use

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"> As a landing area when jumping off apparatus May be used under the pole if children are likely to be inverted 	<ul style="list-style-type: none"> Do not place around climbing frame or other equipment
Foam Wedge	<ul style="list-style-type: none"> For rolling down – sideways and forward roll progressions 	<ul style="list-style-type: none"> Do not use in between other equipment Not to be used for jumping onto
Agility table – small	<ul style="list-style-type: none"> For linking other pieces of apparatus For jumping off For sliding under 	
Agility table – large	<ul style="list-style-type: none"> For linking other pieces of apparatus For sliding under 	<ul style="list-style-type: none"> Do not use for jumping off
Pole	<ul style="list-style-type: none"> For sliding along For rolling over 	<ul style="list-style-type: none"> Do not walk along
Ladder/Cat Ladder	<ul style="list-style-type: none"> For climbing up and down 	
Plank	<ul style="list-style-type: none"> For travelling along including sliding 	
Bench	<ul style="list-style-type: none"> For travelling along 	
Bench (upturned)	<ul style="list-style-type: none"> For travelling and balancing 	<ul style="list-style-type: none"> 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. 
Climbing frame	<ul style="list-style-type: none"> For body shape themes, hanging, swinging, climbing, travelling over, under, around and through 	<ul style="list-style-type: none"> Do not jump off
Scramble Net	<ul style="list-style-type: none"> For climbing and stepping activities 	<ul style="list-style-type: none"> Attach to high or low agility table

