

PHYSICAL EDUCATION (PE) POLICY



Policy Document Status			
Date of Policy Creation	September 2023	Chair of Governors	Gill Stubbs
Adoption of policy by Governing Board	18 October 2023	Executive Headteacher	Denise Garner
Inception of new Policy	19 October 2023	Governor/Staff Member Responsibility	Nicola Maybury
Date of policy review	September 2025	Day Care Manager	Shelley Thursfield

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INTRODUCTION

We believe that Physical Education is essential to the overall development of children. The planning and delivery of a balanced and differentiated curriculum allows children to develop physically, socially, intellectually, and emotionally within a safe and secure environment. Progressive learning objectives, combined with varied teaching styles, provide all our children with stimulating, enjoyable and appropriately challenging learning experiences. PE is also an area where all children can experience and enjoy success. We promote physical activity as an important contributor to a healthy lifestyle, thus encouraging our children to see the importance of lifelong physical activity.

At Wrockwardine Wood Infant School and Nursery we provide a balance of individual, paired and group activities. In addition, we plan opportunities for children to work independently, co-operatively, collaboratively and in competitive situations. This ensures we cater for the preferences, strengths and needs of all children. These activities, experienced within a broad physical education curriculum promote a wide knowledge of movement, skills and understanding.

Whilst retaining its unique contribution to a child's development, physical education also has considerable potential to contribute to other areas of learning. There are many opportunities planned to link physical education with other areas of the curriculum eg:

- Action phrases in dance linked to stories in literacy eg Cinderella.
- Using the body to illustrate pushes and pulls in science.
- Use of video clips as a stimulus for dance eg 'Strictly Come Dancing'.
- Positional language in maths.
- Exercise for a set time and check impact on bodies.

The activities offered and the teaching approaches adopted, seek to provide children with opportunities to develop their creative and expressive abilities through improvisation and problem solving. Children are encouraged to appreciate the importance of a healthy and fit body and begin to understand the factors that affect health and fitness.

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AIMS

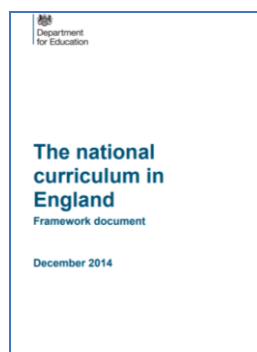
- To promote active and healthy lifestyles.
- To develop self-confidence and a positive sense of well-being.
- To develop skilful use of the body, the ability to remember, repeat and refine movements and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observational skills and the ability to describe and make simple judgements on their own and other’s work and to use their observations and judgements to improve performance.
- To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.
- To develop and improve manipulation skills.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and other’s safety and well-being.
- To develop spatial awareness

Teaching and Learning

Key Stage 1

In Key Stage 1, we follow the National Curriculum for **Physical Education**

‘A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.’ (National Curriculum 2014)



In **Key Stage 1** we:

Plan activities which develop fundamental movement skills (such as running, jumping, throwing, catching) and apply them in a range of activities.

- Plan activities which develop balance, agility, and co-ordination, and apply these in a range of activities.

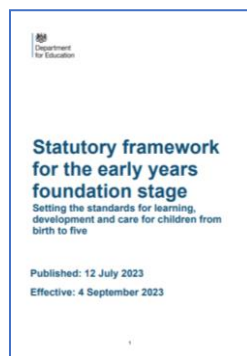
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- Provide opportunities for children to engage in competitive (both against self and against others) and co-operative physical activities.
- Support children to participate in team games, developing simple tactics for attacking and defending.
- Enable children to perform dances using simple movement patterns.

Early Years Foundation Stage

In Nursery and Reception, we teach **Physical Development** as one of the seven areas of learning set out in the Statutory Framework for EYFS. This ensures that physical activity is a vital part in the children’s all-round development, enabling them to pursue happy, healthy, and active lives.



EYFS Development Matters 2020 Statements and ELGs Physical Development		
Birth to Three <ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools. 	Three and Four-Year-Olds <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	Children in Reception <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling walking running skipping crawling jumping hopping climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing mealtimes
Early Learning Goals		
Gross Motor Skills		
<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		
Fine Motor Skills		
<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and curlery. Begin to show accuracy and care when drawing. 		

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In the **Early Years Foundation Stage** we:

- offer appropriate physical challenges to develop children's gross and fine motor skills so they build on these throughout the EYFS. Activities will start with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.
- plan for a wide range of gross motor control activities to ensure children are provided with the foundations of developing healthy bodies and social and emotional well-being.
- plan for a variety of fine motor control activities to enable children to develop precision and hand-eye co-ordination which is later linked to early literacy.
- Deliver daily 'Dough Disco' sessions. Dough Disco is a high tempo, high energy session with play dough. Designed to encourage maximum participation the sessions are created for all levels of ability. Children develop fine motor muscles by manipulating the dough in a variety of ways, which in turn helps to improve their mark making and writing.
- create games and activities that provide opportunities for play both indoors and outdoors, so that adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- give sufficient time for children to use a range of equipment.
- provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and practise using small tools. With feedback and support from adults, this allows children to develop proficiency, control and confidence.
- give time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with outside agencies.

Home-School Links

We encourage parents to support children's physical development by supporting our *Youth Sport Trust Healthy Movers* programme.

Children have the opportunity to take a home a backpack which includes resource cards, a beanbag and soft touch ball. This programme is designed to develop balance, movement and object control.

PE AND SCHOOL SPORT PREMIUM

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The Government provides a considerable amount of money to schools in the form of the School Sport Premium. The vision for the School Sport Premium is to ensure that ALL pupils leaving primary school are **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport. This money is to be used to achieve self-sustaining improvement in the quality of PE and sport in primary schools.

At Wrockwardine Wood Infant School and Nursery we are using our funding to achieve the following outcomes for our children:

- The engagement of all pupils in regular physical activity- kick starting healthy active lifestyles
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport.

For further information about how our school use this funding, please see our annual PE and School Sport Premium Action Plan which can be found on our school website.

EQUAL OPPORTUNITIES

All children have equal opportunities to participate in a physical education curriculum irrespective of race, sex, culture or additional needs.

TIME ALLOCATION

In the EYFS, we follow the Physical Activity for the Early Years (birth to 5 years) guidelines (2019) as stated by the UK Chief Medical Officer.

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Children in the nursery are engaged in a 30-minute PE lesson each week and children in Reception are engaged in 2 x 40-minute PE lessons each week.

In addition, children have many other opportunities to engage in physical activities during child-led and adult-led parts of the day. These other physical activities may include *jumping, climbing, messy play, throwing and catching, skipping, object play, dancing, playing, walking, using a scooter and riding a bike.*

Reception children also they take part in 'Busy Breaks' (20 minutes) and 'Happy Lunchtimes' (30-45 minutes) during their playtimes and lunchtimes. Children with additional needs may also access our Cool Kids movement programme at the start of every day.

At Wrockwardine Wood Infant School and Nursery we believe that children should take part in 2 hours of physical activity a week, including PE curriculum time and extra-curricular activities.

In Key Stage 1 the children have 2 x 40 minute PE sessions each week. In addition to this they take part in 'Busy Breaks' during their playtimes and lunchtimes. Children with additional needs may also access our Cool Kids movement programme at the start of every day.

BUSY BREAKS AND HAPPY LUNCHTIMES

Each playtime (20 minutes) and lunchtime (30-45 minutes), the children have the opportunity to take part in a 'Busy Breaks' and a 'Happy Lunchtime.' During these parts of the day a range of exciting, physical activities are

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planned for and supported by **trained play leaders**. This gives children further opportunities to develop and practise physical skills, knowledge and understanding using equipment and apparatus, much of which is different from that used during curriculum time.

PLANNING

Staff plan and deliver a balance of activities using the Early Years Foundation Stage Curriculum and the National Curriculum for PE 2014.

Foundation Stage Planning

Physical development in the foundation stage is about children improving skills of co-ordination, manipulation, and movement. Physical development also helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being.

PHYSICAL EDUCATION - LONG TERM PLAN

Reception

Autumn Term	Spring Term	Summer Term
<p>Games activities – Travelling</p> <ul style="list-style-type: none"> • Walk) - without equipment • Run) -carrying equipment • Hop) -avoiding obstacles • Stop) • Retrieve a projectile • Steer a ball with hands and feet <p>Spatial concepts and tactics</p> <ul style="list-style-type: none"> • Move in confined personal space • Move into general space • Move from one space to another space • Fast and slow • Still • Move between and along lines 	<p>Games activities- Actions</p> <ul style="list-style-type: none"> • Roll) • Throw) • Bounce) a projectile with hands • Steer) • Catch) • Kick) • Strike a static ball or beanbag with hands • Aiming • Trap with hands and feet <p>The teaching of these actions may be combined within a lesson. The above actions provide many opportunities for paired work.</p>	<p>Dance activities- To develop:</p> <ul style="list-style-type: none"> • Stretching and curling to make body shapes • Wide and thin body shapes • Light movements • Different ways of travelling on feet • Use sudden movements • Isolate different body parts <p>Teachers may refer to the following lessons in 'Primary school dance' (found in the TOPS Dance file) to teach the above. -Frogs -Incy Wincey spider -Puppets</p>
<p>Dance activities- To develop:</p> <ul style="list-style-type: none"> • Going and stopping • Quick and slow movements • Body shapes • Travelling on feet • Stretching and curling movements • High and low levels • Light movements <p>Teachers may refer to the following lessons in 'Primary school dance' (found in the TOPS Dance file) to teach the above.</p> <ul style="list-style-type: none"> • Snow Winter • Wee Willie Winkie • Humpty Dumpty 	<p>Gymnastics activities – Actions</p> <ul style="list-style-type: none"> • Travel on feet- walk, run, hop, skip, bounce • Travel on hands and feet • Stop • Have different body parts in contact with the floor • Turn to change direction • Handle small equipment eg. Hoops and ropes <p>Dynamics</p> <ul style="list-style-type: none"> • Fast and slow • Forwards and backwards • Big and small body shapes <p>Space</p> <ul style="list-style-type: none"> • Move on the spot • Travel : -in confined 	<p>Gymnastics activities- Actions</p> <ul style="list-style-type: none"> • Balance on large body parts • Jump from two feet to two feet • Land safely • Stop • Climb • Handle small equipment eg. Hoops and ropes <p>Dynamics</p> <ul style="list-style-type: none"> • Fast and slow • Forwards and backwards • Big and small body shapes <p>Space</p> <ul style="list-style-type: none"> • Move on the spot • Travel: -in confined

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	<p style="text-align: center;">personal space</p> <p>-from one space to another space -into and out of eg. Hoops, ropes -over and along - onto and off apparatus</p>	<p style="text-align: center;">personal space</p> <p>-from one space to another space - into and out of eg. Hoops, ropes -over and along -onto and off apparatus</p>
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We recognise that “young children’s physical development is inseparable from all other aspects of development because they learn through being active and interactive” (Foundation Stage Curriculum Guidance).

Teachers in Nursery and Reception use the Early Years Foundation Stage Curriculum Guidance to plan physical development. The medium term plan (Half termly theme plan) indicates the two areas of physical development outlined by the Early Learning Goals:

- Moving and Handling
- Health and Self-Care

In Reception classes there is a half termly bias towards games, gymnastics or dance. This is indicated on the medium term plan. It shows opportunities for physical development within the classroom, the outdoor area and in the hall.

The short term plan (Daily plan) indicates the objectives to be taught, the activities planned, the resources needed, the language which will be developed and the expected outcome.

Key Stage One planning

Teachers working in Key Stage 1 adhere to the National Curriculum for PE. The bias towards games, gymnastics or dance is clearly identified on the long term plan.

PHYSICAL EDUCATION - LONG TERM PLAN

YEAR 1

YEAR 1 AUTUMN		YEAR 1 SPRING		YEAR 1 SUMMER	
FIRST HALF TERM	SECOND HALF TERM	FIRST HALF TERM	SECOND HALF TERM	FIRST HALF TERM	SECOND HALF TERM
GAMES Parachute Games See Val Sabin Parachute Games	CREATIVE DANCE See Primrose Dance ‘The senses’	GYMNASTICS See Val Sabin Unit E Points and Patches	GAMES Basic Skills See Active Play	GYMNASTICS See Val Sabin Unit F Rocking and Rolling	GAMES Receiving See Unit on Workgroup.
GYMNASTICS See Val Sabin Unit D ‘Flight, Bouncing, Jumping, landing	OWL Outdoor Wonder and Learning. Autumn	CREATIVE DANCE See Primrose Dance ‘Dancing with dinosaurs’	DANCE See Primrose Dance ‘Minibeasts’	ATHLETICS See Unit on Workgroup.	OWL Outdoor Wonder and Learning. Summer

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	Season		season.
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YEAR 2

YEAR 2 AUTUMN		YEAR 2 SPRING		YEAR 2 SUMMER	
FIRST HALF TERM	SECOND HALF TERM	FIRST HALF TERM	SECOND HALF TERM	FIRST HALF TERM	SECOND HALF TERM
OWL Outdoor Wonder and Learning. Autumn Season	CREATIVE DANCE See Primrose Dance 'A load of old rubbish'	OWL Outdoor Wonder and Learning. Spring Season	GAMES Travelling See Unit on Workgroup.	GYMNASTICS See Val Sabin Unit J Spinning, turning, twisting.	CREATIVE DANCE See Primrose Dance 'Forces of nature'. or 'The Rainforest'.
GYMNASTICS See Val Sabin Unit H 'Parts high, Parts low.	GAMES Sending. See Unit on Workgroup.	GYMNASTICS See Val Sabin Unit I Pathways: Straight, zig-zag, curving.	DANCE Cheerleading Aerobics (Routines) Street Dance Banga	ATHLETICS See Unit on Workgroup.	GAMES CIRCUITS Adult-led to child-led. Improving circuits.

This ensures coverage and progression of games, gymnastics and dance.

The medium term plan (Half termly theme plan) indicates the area of PE to be taught each week across the half term. It indicates the objectives to be taught, the key skills to be developed, the activities planned, the resources needed and the expected outcome.

Teaching objectives cover the four aspects of PE outlined in the National Curriculum:

1. Acquiring and developing skills.
2. Selecting and applying skills, tactics and compositional ideas.
3. Evaluating and improving performance.
4. Knowledge and understanding of health and fitness

The following is considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills.
- Setting tasks which develop new knowledge and understanding.
- Moving from familiar to unfamiliar contexts.
- Planning to include elements of difficulty, variety and quality within each activity.
- The application of existing skills and knowledge to more complex situations eg, working in larger groups, using different apparatus.
- Increasing confidence to work independently.
- Developing children's ability to assess their own work and that of others against criteria decided by themselves.

Teachers also access the following materials to support their short term planning:

Games

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- TOPS Start.
- TOPS Play.
- Teaching children to play games.
- Late Foundation and Key Stage 1 Games (RCS)
- Val Sabin units

Gymnastics

- TOPS Gymnastics.
- Late Foundation and Key Stage 1 Gymnastics (RCS)
- Val Sabin units

Dance

- TOPS Dance.
- Let's Dance
- Footsteps
- Val Sabin units
- Primrose Dance

DIFFERENTIATION

As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self confidence within PE is crucial and teachers are sensitive to the range of demands which may be made. Teachers plan differentiated tasks carefully. Physical activities may be differentiated through space, task, equipment or people.

ASSESSMENT

Teachers make ongoing assessments of children whilst working in PE. Within the lesson teachers make assessments and respond accordingly with differentiated tasks. For example, some children may need a more challenging activity to develop a skill further. Teachers make assessments about children's ability to:

- Acquire and develop.
- Select and apply.
- Improve and evaluate
- Knowledge and understanding of fitness and health.

These assessments inform future lessons.

PROFESSIONAL DEVELOPMENT

Staff receive high quality professional development from the School Sports Partnership so they are able to deliver a quality curriculum.

REPORTING TO PARENTS

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At the end of the year teachers write individual children's reports. For children in the Foundation Stage, teachers comment on children's physical development within the Early Learning Goals outlined in the Early Years Foundation Stage Curriculum.

For children in Key Stage 1 teachers comment on the children's ability in PE as outlined by the National Curriculum 2014.

PE KIT

Children get changed in their classrooms and then walk to the hall in bare feet. All children should have a PE kit which is different from the clothes worn during the remainder of the day. It consists of a T-shirt and shorts. Pumps or trainers are worn during outdoor activities. PE clothing is kept in a named bag in the cloakroom during the week and then taken home at weekends and holidays for washing.

No jewellery is worn for PE activities. If the children cannot remove their own jewellery or the jewellery cannot be removed for religious reasons, then the jewellery is covered with protective tape. Long hair should be tied back so to prevent injury from hair being caught on another child or on apparatus. Each classroom is equipped with a box which contains protective tape, spare hairbands and a box for jewellery.

Parents/ carers of the children who persistently do not bring their PE kit are asked by class teachers for their co-operation. Spare clothing is available in school. During hot weather, teachers are mindful of the need to ensure safety in the sun. Children only miss PE lessons on health grounds, if this is requested by their parents.

STAFF KIT

We provide children with a good role model of how to approach physical activity. Therefore as a staff we have agreed to wear appropriate, non-restrictive clothing and footwear.

STORAGE

Gymnastics, games and dance apparatus and equipment is kept in the PE store in the hall. In addition, Nursery and Reception classes have outdoor storage spaces where a range of resources are housed.

SAFETY

Safety is paramount when planning physical activities. All teaching staff are aware of the following document which can be found in the Physical Education section of the GP room.

Safe practice in Physical Education (2000)- BAALPE
ISBN 1-87-122811-5

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There is a first aid box available in the hall, office and Nursery staffroom and small emergency kits in individual classrooms. If assistance is required, in the event of an accident, then a first aider should be called for. There are signs around school to clearly identify adults who are qualified to administer First Aid.

Regular checks are made on large gymnastics apparatus and this is recorded. These visits may indicate apparatus which requires repair or replacement. Subject leaders ensure that these recommendations are carried out. Class teachers make frequent visual checks for wear and tear of equipment, tools and apparatus. Any concerns are reported to the subject leaders who organise repair or replacement. Any items constituting a danger are taken out of use immediately.

Children are made aware of safe practice when undertaking any physical activity. eg. How to land safely when jumping, how to negotiate each other when working in a large space. Children are taught how to move and use apparatus safely under the supervision of a teacher or teaching assistant. (See appendices).

Risk assessments have taken place to identify potential hazards within PE and how these risks can be minimised or eliminated. (See appendices). Children are also taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

Teachers are aware of medical conditions which may affect or limit a child's ability to take part in physical activity. This information is recorded in children's individual records and in the medical folder kept in the school office.

FUN SPORTS AFTERNOON

During the Summer Term, teachers, parents, governors, children and friends of the school join together for an afternoon of 'fun sports'. The emphasis is upon all children taking part in activity races. We ensure it is presented in a relaxed atmosphere so that children recognise physical activity as being fun for all to enjoy.

AFTER SCHOOL CLUBS

After school clubs are provided by Premier Sports. Each half term we offer two different sporting clubs and these clubs are paid for by parents if their child wishes to attend. A First Aider and a PE Subject leader (or a member of SLT in her absence) are always on site to support the clubs as necessary. Our school aims to provide popular sports alongside sports which the children may never have accessed before.

APPENDICES

How to carry a bench, mat or table

(4- 6 children)

- Children should stand facing each other along the longest part of the bench/ mat/ table
- The two children at one end are the leaders.
- Thumbs should always be on top ready to lift and fingers underneath.
- When children are ready, the lead children should say ‘lift’ and all children bend their knees to lift it and carry it to a space.

NO-ONE SHOULD EVER BE WALKING BACKWARDS.

- When a space has been found, the lead children say ‘down’ and the children bend their knees to position it on the ground.

Risk assessment for PE equipment

Risk (and to whom)	Controls in place	Risk rating			Additional controls
		Low	Medium	High	
<p>BATS</p> <ul style="list-style-type: none"> • Racquets- hitting other children when attempting to strike the ball. • Cricket bats – swinging the bat backwards into someone. • Hockey sticks – swinging the stick into someone. 	<p>Ensure children have enough space to work.</p> <p>Children are taught how to use appropriately so that they don’t hit anyone or swing wildly.</p>		✓		Children are taught techniques when using racquets.
<p>BALLS</p> <ul style="list-style-type: none"> • Koosh balls- children may pick bits off and eat them. • Reaction balls – 	<p>Teach children how to use safely.</p> <p>Talk to children</p>	✓			

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<p>these are quite hard and could hurt someone as they bounce up.</p> <ul style="list-style-type: none"> • Footballs – these are hard and could hurt if it hits the body. They could break windows if used inside. • Sponge balls- children may pick bits off and eat them. • Small/ medium/ large rubber balls- May bounce up in a child's face. A child may trip over one. • Air flow balls- fingers could get stuck. The balls may break and have sharp edges. 	<p>about dangers and how to use properly.</p> <p>Only use for football.</p> <p>New sponge balls are coated foam. Talk to children about dangers of picking and eating sponge. Teach children how to roll/ catch balls safely.</p> <p>Teachers check balls for damage.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>			<p>Sufficient space.</p> <p>For outside use only.</p> <p>Subject leaders check balls for signs of damage and replace. Ensure children have sufficient space to use balls.</p> <p>Teach children how to use balls safely.</p>
<p>SMALL APPARATUS</p> <ul style="list-style-type: none"> • Skipping ropes – whipping other children. Might be used to tie someone up. Could trip over it. Handles could hurt someone. 	<p>Teach how to use appropriately. Talk about dangers especially tying around someone's neck.</p>	<p>✓</p>			<p>Subject leaders check ropes for knots. Teachers ensure ropes are put away correctly.</p>
<ul style="list-style-type: none"> • Quoits – Could hurt if it hits the face or body. 	<p>Talk about how to use safely.</p>	<p>✓</p>			
<ul style="list-style-type: none"> • Ribbons – Handles are very hard. Metal clips may catch someone's hair. Strangulation. 	<p>Talk about dangers and how to use safely.</p>	<p>✓</p>			<p>Sufficient space to use safely.</p>
<ul style="list-style-type: none"> • Scarves – Could slip on them. Strangulation. 	<p>Talk about how slippery they can be when they are on the floor. Talk</p>	<p>✓</p>			<p>Sufficient space to use safely.</p>

‘Love, Laugh, Learn’

Resourcefulness, Reciprocity, Reflectiveness, Resilience

<ul style="list-style-type: none"> • Beanbags – could hit child in the face. Children may slip on them. Bags can split resulting in beans falling out which a child may eat. • Hoops • Hoops/ cones/ poles/stands- trip hazard. They could fall over when children are using them. Clips for joining could trap fingers. • Markers- child may slip on them. • Floor ladders- children may slip on them, fall on the peg outside or trip on the tape. • Hurdles – hitting each other as 	<p>about dangers and how to use safely.</p> <p>Teach children how to catch and throw them properly and to pick them up when not in use. Beanbags are not to be used as markers on the floor. Regular checks to ensure that none are split and throw away if damaged.</p> <p>Train children not to stand on hoops and to roll them rather than throw. Show children how to use them appropriately and ensure they have sufficient space.</p> <p>Ensure they are fixed securely from top and are at correct height. Children should be taught how to use, set up, move, take apart appropriately.</p> <p>Talk to children about the risk.</p> <p>Flat ladders were purchased which have gripping on one side. Talk to the children about the risk.</p> <p>Adults to model how to carry a</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>			<p>Sufficient space to use safely.</p> <p>Sufficient space to use safely.</p>
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<p>they carry them. Tripping over a hurdle.</p> <p>LARGE APPARATUS</p> <ul style="list-style-type: none"> • Wall climbing apparatus <p>Apparatus may move from it's position. Apparatus may wobble and feel unsecure.</p> <p>Children may fall from apparatus. Children may trap their feet under the wheels.</p> <p>Children may get rope burns on their hands, legs and feet.</p> <ul style="list-style-type: none"> • Bench – Child may drop bench on their feet or fall off or over a bench. • Table – Child 	<p>hurdle. Allow sufficient space for equipment to be set up.</p> <p>Equipment has an annual assessment by Sportsfix. Bolts screwed to the floor so the apparatus can't move. Position ladders at the correct height and secure in floor slot so whole frame is rigid. Mats to be placed under each upright. Children to sit on a 'magic line' whilst apparatus is put out. Teach children how to climb down rather than slide.</p> <p>Children are taught the correct way to lift, carry and place apparatus. Children are taught the correct</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p>Teacher or adult to put apparatus out and check that it is secured properly.</p> <p>Children taught how to climb correctly (one hand always holding on and only one foot moving at a time). Go backwards down a ladder. Only one person on each section at a time.</p> <p>Lead child to say 'lift' and 'down' so that everyone is careful when placing the</p>
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