



## **PE Policy. Greenlands CP School.**

### **Rationale**

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Physical education is a statutory requirement of the National Curriculum, it is the only subject whose primary focus is on the body and, in this respect, it uniquely addresses the physical development aim of the curriculum and it also makes a significant contribution to the spiritual, moral, social and cultural development of children. Through the schools high quality physical education programme all pupils will be 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.

Physical Education will develop pupil's physical competence and confidence through a combination of entitlement and choice of activity. Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

### **Aims:**

#### **Purpose of study of the national curriculum for physical education (2014) state:**

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.

#### **Aims of NCPE (2014)**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

#### **School Aims (INTENT)**

The School's aims for Physical Education are:

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk
- Focus on our school values-respect, compassion, trust, resilience, perseverance, aspiration. Key focus on perseverance and resilience through the delivery of PE
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.

- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school
- Provide an out of school hours programme of activities which *extends* and *enriches* curriculum provision and provides opportunity for activities to *enable* pupils to make sufficient progress to access curriculum sessions with greater success
- Provide opportunities for competition appropriate to the stage of the individual pupil's development
- Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation
- Provide links to other areas of the curriculum and wider school, county and national agendas

### **PE and sport premium funding:**

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment.

Our detailed plans are attached as appendices / available on our website

#### **Link Governor**

Our PE and sport Link Governor is Kim Moss.

#### **Provision - Curriculum**

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and takes into account individual interests and needs. The school provides all pupils with the entitlement of 2 hours high quality Physical Education a week. This is delivered through 2 lessons of one hour.

Pupils have access to a balanced curriculum programme of study. A copy of the long-term curriculum map from Y1-Y6 is attached as appendix

**Foundation Stage: Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. In our school there is one timetabled hall session up to one hour and unstructured sessions taught through our outdoor and physical curriculum.

**Key Stage 1** (x 2 lessons – 1hr duration each lesson)

**Key Stage 2** (x 2 lessons – 1hr duration each lesson)

At key stage 2, (Year 5) swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Lessons are enriched by planned access to after-school / lunchtime clubs to allow the pupils to extend their learning and develop towards excelling in sport. This is further enhanced by links to outside sports clubs wherever possible.

Team Theme provide a lunch time and after school club across the year groups.

### **Provision – Physical Activity**

**Our whole curriculum is designed to promote physical learning. We are committed to promoting one hour of physical activity per day at home and school. We ensure the children have at least thirty minutes physical activity in school daily. Throughout the year we promote events such as hosting the Race for life to engage all our children. Our links with PESSPA ensure all the year groups in KS1 and KS2 enjoy sporting events outside of school.**

### **Provision – Out of School Hours Learning**

The aims of the out of school hours learning programme are to *extend* and *enrich* the work being done during curriculum PE and to provide some pupils with opportunities to *enable* them to develop the skills they need to access curriculum PE. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

The school offers a **range of lunch-time and after school activities**. These are open to any pupil in the relevant year group. Team Theme operate a rota to ensure all year groups have the opportunities.

**PE and sport premium funding is used to increase the range of opportunities available to pupils and in combination with Pupil Premium and SEN Funding to ensure any barriers to engagement / participation are removed. The PE subject leader will monitor uptake and report back via the PE and sport premium reporting template.**

A diverse weekly programme will be provided which suits the needs of all pupils. Out of school hours learning takes place both before and after school, and at lunchtime.

All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs, which develop health and fitness such as Change4Life clubs
- Ensure that the school regularly participates in SSP and County-wide events which promote competitive opportunities and physical activity.

To ensure the quality and sustainability of the OSHL programme, the school will:

- Employ a range of auxiliary qualified and experienced coaching staff and implement quality assurance through the link teacher/subject leader involved in the SSP programme.
- Ensure that the link teacher/subject leader takes responsibility for forging strong local community club links (club coaches visit school / pupils attend club taster days / clubs advertised on notice-board)
- Inform pupils and parents of the range of OSHL opportunities

### **Curriculum Planning:**

Where appropriate PE is organised in themes to promote greater cross-curricular planning, teaching and learning. For example links can be made with the science curriculum.

### **PE can also support the wider curriculum**

## **English**

*PE contributes to the development of Speaking and Listening skills by encouraging children to:*

- *follow instructions*
- *understand and respond to instructions*
- *understand the task and terminology used to express it*
- *act on advice given*
- *learn from others*
- *ideas exchanged, team tactics, peer evaluation*

## **Personal, social, health and citizenship education (PSHE)**

- *Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle.*
- *In PE children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.*
- *Considering our school values through the curriculum.*

## **Numeracy / Maths**

- *Children learn to apply numeracy skills when counting, measuring and timing.*
- *They are also encouraged to use mathematical terminology for shapes, space and position.*

***Links to other curriculum subjects are made where meaningful.***

The time-table and scheme of work is centrally planned by the PE coordinator.

The school follows a progressive scheme of work provided by Lancashire County Council. Lancashire units will be made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation. Teachers must ensure that when evaluating and improving performance, connections are made between developing skills, understanding and applying these skills, tactics and compositional ideas.

## **Leadership & Management**

The Subject Leader is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget and PE and Sport Premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole school development plan.
- Reporting on the allocation of the sports premium and its impact on the school website
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and impact on the children is achieved.

- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning
- Carry out risk assessments in line with local authority procedures
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any National, Local Authority and School Sport Partnership developments where appropriate

### **Teaching and Learning:**

The organisation of PE in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams.

The structure of the Lancashire developmental scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by the individual teachers to meet the learning needs of the children of their class.

Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.

### **Monitoring of Standards of Teaching and Learning:**

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil interviews
- Self evaluation of the subject in relation to The 10 high quality outcomes for PE.
- The opportunity for EDS / SSP high quality sampling visit

The additional PE Premium funding is being accessed here to release the subject leader to ensure that this happens in accordance with best practice and this policy.

### **Staff Development**

All staff should take part in professional development to ensure secure subject knowledge, consistency and awareness of health and safety procedures and up to date knowledge. *This is exemplified in the new teacher's standards.* Staff should be comfortable and competent in the area of activity being taught. Opportunities for the development of all staff will be provided in order to enhance the quality of PE within the school.

The needs of the staff will be identified through the monitoring and evaluation of the subject, which is undertaken by the designated Subject Leader and should be done in conjunction with the whole school development plan. The Subject Leader should ensure that all teaching staff, ASLs and coaches are aware of

the development opportunities available from the Education Development Service, School Sports Partnerships and other partners. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE. This happens through team teaching with sports coaches and CPD from LCC.

### ***Assessment & Recording***

Pupils work will be assessed throughout each unit of work using formative and summative assessment methods. Pupils progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of the progress that they have made will be recorded. This will allow an overview of all progress made over that academic year. The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

### ***Assessing Progress***

To assist in formative assessment, teachers could use the following:

- Y1 Baseline Fundamental Movement Skills and Y2 end of KS Fundamental Movement Skills test.
- Lancashire core tasks, Lancashire County assessment pupil progress sheets and I can sheets. (Y1-Y6)
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
- Use ICT to develop portfolios of children's work in physical education to show progression and quality of performance.

### ***Recording & Reporting***

Records are selective and brief and teachers should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process, and in discussions with parents
- Help children as a basis for future target setting
- Inform during transfer between classes and key stages to ensure continuity of progression

### **Equal Opportunities and Inclusion:**

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated to meet the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language. A 'can do contract' will be devised through discussion between teachers, support staff, parents and where relevant, specialist medical staff

Lesson planning, delivery and assessment tries to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

### ***Differentiation***

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some children may need specialist equipment and approaches or to alternative or adapted

activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs. Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
  - Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

### An exemplar generic policy statement for PESSPA

Safe-practice standards, consistently applied by staff, students and other visitors across all aspects of the school's PESSPA programme, are important. The purpose of documented safe-practice standards in PESSPA is to:

- offer PESSPA within a well-managed, safe and educational context
- set out the responsibilities for health and safety in PESSPA at all levels
- establish common codes of practice for staff and students
- provide common administrative procedures
- ensure statutory and local requirements are followed, and other national guidelines, such as codes of practice, are considered
- ensure school health and safety policy and procedures adequately address the PESSPA context of working on and off site and outside normal lesson times
- aid the recording and reporting of accidents and incidents
- audit and achieve consistent safety standards.

### Safety Issues – Safe Teaching, Teaching Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education, Physical Activity and School Sport” (2016) guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

A copy of the afPE manual is located in the staffroom.

#### ***Risk Assessment/Managing Risk***

Good teaching and therefore safe teaching in PE are achieved where a balance between appropriate challenge and acceptable risk is illustrated and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as '**forethought**', is an essential part of effective teaching, managing and learning. Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed.

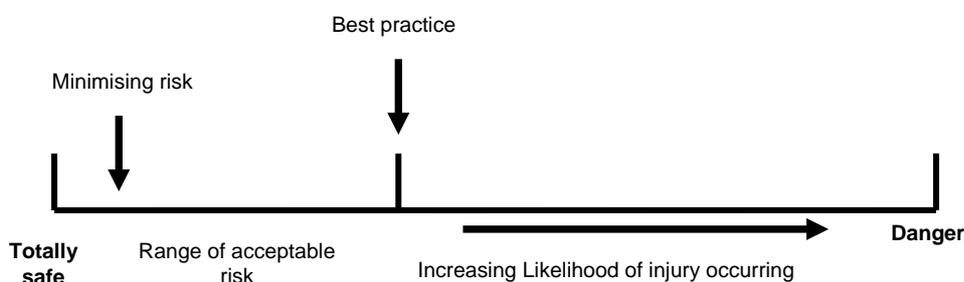


Figure 2: Managing Risk

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

### **Adults Supporting Learning (ASL)**

***ASL include classroom assistants, teaching assistants, HLTA, learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers***

Additional support staff will be used during curriculum and non curriculum time in order to:

- Support the delivery of high quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff linked to PE Premium Key Indicator 3
- Provide additional opportunities for OSHL
- Contribute to any LA or SSP developments e.g. support the School Games Framework

All ASL and coaches will receive appropriate access to School, LA and SSP training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

### **External Sports Coaches**

The head teacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches

Head teachers are advised to accept a Level 2 award as the normal baseline qualification for each activity the coach is expected to teach, diverting from this standard only if the coach is observed prior to acceptance and demonstrates good coaching qualities and is working towards a Level 2 qualification where appropriate

The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well being of the pupils.

### **Clothing & Personal Effects**

#### **Introduction**

Students should wear clothing that is **fit for purpose** according to the physical education, school sport and physical activity (PESSPA) activity, environment and weather conditions.

#### **Indoor and Outdoor Clothing**

For indoor sessions, it should be light and allow good freedom of movement, without being baggy or loose.

For classroom-based movement in a limited space or **playground activity** (eg 'wake and shake' type activities), it is acceptable for children to remain in their school uniform as during this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.

Clothing for outdoor lessons will allow good freedom of movement, but will also need to offer some insulation from **cold weather** in the winter months, when additional layers are advisable.

In **hot weather**, protection from the sun is advisable therefore children can wear caps and loose, light clothing. Parents will be advised to provide suncream protection for their children to apply.

### **Religious and cultural clothing**

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

The school will ensure the following:

- Any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not being so loose as to become a hazard. A tracksuit is perfectly acceptable clothing for Muslim students and is not seen as offending the principles enshrined in Haya relating to modesty and decency.
- **Headscarves** (such as the **hijab**), where worn, should be tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything that may put the wearer at risk. Students can also consider obtaining a sports version of the hijab, for improved suitability.
- In **swimming** lessons, unacceptable exposure of the body should be managed through adjustments in swimming attire to accommodate religious and cultural sensitivities while not compromising the safety of the students concerned.

### **Clothing for PE - staff**

Clothing and **correct attire** for a particular PE activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to **change** into appropriate clothing for teaching physical education. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

### **Footwear**

All **staff and students need to change** into footwear that is appropriate for the lesson location and, ideally, for the PE activity being taught. Children need footwear that is capable of transmitting feel for the movement and the surface they are working on.

In gymnastics, **barefoot work** is the safest, whether on floor or apparatus, because the toes can grip. Barefoot work in both gymnastics and dance can improve aesthetics by allowing the foot and toes to move through a full range of flexion and extension, which in turn strengthens the muscles, bones and joints.

Training shoes should not, however, be worn for gymnastics activities for the reasons of 'feel' described above.

Staff will avoid situations where a wet-weather indoor alternative activity means that some children wear training shoes and others have bare feet. This situation needs to be managed correctly (eg all students in bare feet or all students in trainers, or students being set different tasks that are appropriate for their footwear).

**Outdoor footwear** for games and athletics may vary according to the playing surface.

All footwear should be of the correct **size** and correctly **fastened** in the manner of its design to ensure appropriate support for the ankles. It is important that teachers check to ensure footwear has the required specification and provides the necessary support for safe participation.

### **Personal effects, including jewellery and cultural or religious adornments**

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides, and sensory aids including glasses, should ideally always be **removed** to establish a safe working environment.

The following procedure should be applied at the commencement of every lesson:

- **All personal effects** should be removed. Staff should always give a verbal reminder to students and, where necessary, visually monitor the group and/or individuals. Particular vigilance may be required when dealing with body jewellery.
- If items cannot be removed, staff need to take action to try to **make the situation safe**. In most cases, this may mean adjusting the activity in some way or, where a risk assessment allows, making the item in question safe.

### **For Example:**

**Medical bracelets:** Recent developments in the manufacture of **medical-aid wristbands** have resulted in products with an acceptably low risk factor (ie soft materials, Velcro fastenings). Such items should be acceptable for most PE activities without need for removal.

Wristbands monitoring **activity** and other health indicators have also become very popular. As above, these should be covered with a fabric sports wristband or similar padding.

**Earrings:** Students unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection. The taping should be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received (eg from someone or from equipment such as a ball).

This taping may be done at home for younger children or prior to the lesson for older students.

Staff are not required to remove or tape earrings for students.

Where taping is utilised, the teacher supervising the group maintains the legal responsibility to **ensure the taping is effective** for purpose. Where staff consider the taping to be unsatisfactory to permit safe participation, they will need to consider alternative involvement in the lesson for the student.

The use of **retainers** (flat studs that retain the piercing when earrings or studs are removed) is becoming more common as a form of acceptable substitution where total removal is not possible. Provided these are flat and cannot cause damage if a blow or ball hits the side of the head, the level of risk is clearly reduced.

**Body jewellery:** Staff should regularly ask whether any student is wearing body jewellery. The jewellery should be removed or taped to a safe standard. Where staff catch sight of body jewellery during any PESSPA activity, they should stop the activity and initiate procedures to make the situation safe.

**Sensory aids:** The decision as to whether it is safe or possible to wear **glasses** or **hearing aids** will usually be determined by the nature of the activity.

Where the sensory aid needs to be worn for safe participation by the individual, then the staff, wherever possible, need to **amend** the activity (such as providing more space and time) or the equipment (such as using a soft ball instead of a harder one) in order to try to make participation while wearing a sensory aid as safe as possible for the wearer and others in the group.

In all cases, where removal of personal effects or making safe an item is not possible, strategies to enable safe participation in the lesson need to be introduced. The student should be involved in all the learning, but adaptations will need to be made in terms of how they take part in the practical aspects of the lesson. The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (eg individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to the student being unable to remove personal effects.

**Staff** also need to be mindful of their own adornments, and remove them prior to teaching physical education. The wearing of **rings** and large hooped or drop earrings, for instance, has been responsible for unnecessary injury in the past, and represents a hazard to both staff and students involved in the lesson.

**Long hair** worn by both staff and students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent vision being obscured.

**Nails** for staff and students need to be sufficiently short to prevent injury to self and others.

Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

**Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.**

#### **Foul Weather:**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

***(The basic point behind this is that the LEARNING is paramount, an activity based approach where pupils just “are active” does not achieve or deliver the planned learning intention. This planned learning was how the school planned to achieve and deliver the knowledge, skills and understanding as laid out by the national curriculum. Therefore, this should take priority.)***

### **Loss of Teaching Time / Space:**

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.

### **Equipment & Resources**

The majority of PE equipment is stored in the PE cupboard with the exception of some equipment, which is kept in the hall.. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (Staff to supervise)
- Be told of any safety procedures relating to the carrying or handling of resources.

**Review of Policy: 07.11.19**

**Policy agreed by Staff: 18.11.19**  
**Governors: 14.11.19**

**Review Date: .07.11.21**