

Aragon Primary School

Physical Education and Physical Activity Policy

March 2026

To be reviewed by March 2028 (every 2 years)



London Sport

Aim

As a Healthy and Active School we want our students to thrive through an engaging, inclusive, progressive and active PE curriculum and for our whole school community to strive to lead a healthy and active lifestyle. This policy incorporates all the expectations, procedures and structures required by our school to ensure our aims are met and that all provision is safe and suitable to meet the health and wellbeing needs of our students and school community.

merton
School Sport Partnership

Developed with support from Merton School Sport Partnership

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Consultation

We have developed and reviewed this policy in consultation with staff, governors, parents, students and with support from the Merton School Sport Partnership. All staff will be trained and supported to ensure they fully understand and implement the policy.

How we consulted with these groups:

Staff:	Performance management, meetings, insets, surveys/audits, training, anonymous feedback
Governors:	Lead governor contact and meetings
Parents:	Surveys, class rep, parent forum
Students:	Student council meetings annually – surveys annually, worry boxes
Other Organisations:	Merton SSP Affiliation - conferences, 1-2-1 meetings and training. AfPE Membership – newsletters, guidance

Responsibilities for Physical Education and Physical Activity within our school

Ellie Ballantine has overall responsibility for physical education and physical activity including overseeing that the policy is implemented and reviewed

Katie O'Sullivan is the lead governor for physical education and physical activity

Ellie Ballantine has overall responsibility for the PE curriculum

Ellie Ballantine has overall responsibility for the physical activity of the whole school community

Ellie Ballantine, Rob Myers, Sarah Atkins and the Mental Health and Wellbeing team (Henny Ellerby, Amy Blake, Terri Kent, Kelly Aldis, Isabelle Paget and Gemma Fromage-Crawford) have overall responsibility for health and well being

Sarah Atkins and leads on travel to and from school and Healthy Schools Award.

Zoey Kennett & Ellie Ballantine leads on out of school hours physical activities

Physical Education

Our school seeks to deliver the National Curriculum for PE in England. The Programmes of Study for Key Stages 1 and 2 from the Department of Education 2013, are stated below.

National Curriculum in England

Physical education programmes of study: key stages 1 and 2.

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

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

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

Pupils should be taught to:

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

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Aragon's School's PE Curriculum

Subject Management

The PE Coordinator will monitor and evaluate the teaching and learning of PE across the school. The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE Coordinator. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to ensure our students enjoy, and are active, within their PE Lessons and develop their knowledge, skills and understanding. We do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual and group performances (within the Head, Heart and Hands criteria), as models for the other children and we encourage the children to evaluate their own work, as well as the work of their peers. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as multi skills festivals, Sports Days, skipping
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group, where applicable.
- Providing a range of challenge through the provision of different resources and approaches
- Providing opportunities for students to take on responsibilities as sports leaders and strategic roles such as officiating or coaching a small team

Staff Training, Development and Deployment

Our PE coordinator works alongside the SLT to ensure staff development needs are audited annually and training is provided as part of their Professional Development Programme. PE lessons are observed by the PE Coordinator or SLT. Less confident or experienced teachers will receive a minimum of one observation and a mentoring session in PE per year. The PE Coordinator will be observed by the SLT and/or a suitable external body bi-annually to support their own development.

All new staff to the school will receive a PE induction which ensures they are fully aware of all health and safety protocols and considers their competency to deliver all aspects of the PE curriculum and to utilise any equipment or space safely. Competency of staff should be gauged with consideration to the behaviour management of students and in particular for higher risk activities, the delivery of gymnastics activities (including the use of height and rebound equipment), aquatics based delivery and contact sports. All NQTs should receive a minimum of 6 hours of PE specific training within their first academic year at the school.

It is important that our class teachers are able to work with the children regularly to develop their 'physical' education and as such we will ensure that all class teachers deliver a minimum of one PE lesson per week. If it is deemed necessary for the class teacher's PPA time to fall on the class' second PE lesson per week then a suitably qualified PE Specialist Teacher may deliver the second lesson of PE in consultation with the class teacher.

Time Allocation

Nursery and reception receive at least 90 minutes of structured Physical Development lessons spread across the week .

KS1 & 2 receive 2 x 60 minute lessons of indoor / outdoor PE. One lesson is delivered by the class teacher, the other from a sports coach.

Swimming is programmed termly. The swimming programme takes place in Year 5.

Changes to the PE Timetable

All changes to the PE timetable will be in consultation with the PE Coordinator and our priority will be to ensure that our students still access at least two separate lesson of active PE per week in spite of adverse weather conditions or alternative use of the sports facilities.

Weather

During adverse weather conditions we may make slight changes to the PE Curriculum Timetable. We will ensure that children still receive weekly active PE lessons.

Seasonal Events

When planned events (such as rehearsals for school performances or assemblies) require use of the school hall we will do our utmost to avoid the cancellation of PE. Alternative venues will be sourced such as our local scout hall, secondary school Multi Use Games Area or alternative lessons that can be delivered outdoors will be planned.

Planning

Our school has adopted the Merton Inspire & Educate Primary PE Schemes of Work from Early Years Foundation Stage to Year 6.

The curriculum planning in PE is carried out in two phases (long-term and short-term). The long-term plan consists of a 1 year cycle, which maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans are developed from the 6 session Units of Work within the Scheme of Work. Teachers will consider previous attainment when planning their half term of lessons within the topic. The Units include Learning Objectives for each lesson and for the half term as clear success criteria. Teachers should only deliver lessons they feel confident to deliver safely and this may depend on the level of ability of the children, the space, equipment and type of activity. These plans define what we teach and ensure an appropriate balance and distribution of work across each term without unnecessary repetition. The Senior Leadership Team checks planning on a weekly basis and the subject leader monitors throughout the year. Class teachers annotate on the plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans and ensures they are passed on with the class from year to year.

The current curriculum map (this has been adapted for academic year 2020-21 due to Covid-19) can be found in the appendix, demonstrating in more detail the topics each class will be covering across the year.

Monitoring and Reporting Pupil Progression

With the removal of national assessment levels the MSSP Scheme of Work Units of Work will provide a medium term development plan to support our teachers in assessing the knowledge, understanding, ability and achievement of their pupils. They will support all teachers with their recording of progression. This will help them to review and plan more effectively to support learners across the whole school in a systematic way.

A new assessment tool has been created by Ellie Ballantine which is utilised by the class teachers to aid PE assessment. Children are assessed on both their physical and social ability. Their effort across each unit of work is also recorded. The data is analysed on a regular basis and data can be drawn to gauge on strengths, areas for improvement, activity levels of different groups of children etc.

We encourage our teachers to utilise video analysis and to take photos to demonstrate attainment and progress.

In EYFS teachers are able to place the physical development of the children within the physical development early years goals.

Assessment for Learning (AfL) strategies will be used extensively throughout all of the Units of Work. This involves constant readings and adjustments of where a child is at and where they need to get to, as well as how they can get there.

Opportunities to use AfL have been highlighted within session plans, including:

- ✓ Progressive Learning Objectives (LO)
- ✓ Teaching and learning points, and Success Criteria (SC)
- ✓ Self-reflection
- ✓ Self-evaluation and Peer-evaluation

- ✓ Mini-Plenaries
- ✓ Use of questioning
- ✓ Whole – part – whole lesson structure
- ✓ Revisiting tasks and skills regularly
- ✓ Application of transferable skills between tasks and sports

Head, Heart and Hands

This criteria, developed by AfPE, provides a holistic approach to Physical Education taking into account the social and cognitive elements that are brought about by physical activity.

Head

Creativity, Understanding, Decision Making, Strategy, Reviewing, Solutions

Heart

Fair Play, Moral Development, Leadership, Self Confidence, Social, Resilience, Team Work, Responsibility, Positivity, Cultural

Hands

Fitness, Physical Literacy, Technique, Agility, Balance, Coordination, Movement

Sport Leadership

Depending on time and resources available, there is an opportunity for Year 5 children to learn about sports leadership through the PE Curriculum. Merton School Sport Partnership or our own PE staff will deliver an introductory session to all Year 5 Pupils to help them understand how to work with younger pupils and how the Multi Skills festivals can be delivered.

Following this students will complete the Sports Leadership Unit of Work in their PE lessons. Those children that are keen to further their leadership skills will be able to volunteer on the leadership pathway in years 5 / 6 and take on roles such as supporting the delivery of lunch time Change for Life activity clubs, supporting multi skill festivals for the younger children, planning and running stations on sports days and helping to promote health and wellbeing across the school.

Cross-Curricular Opportunities and Active Classrooms

Physical education promotes learning across the curriculum in a number of areas with links to the PSHE, Maths, English, Art, Geography, History, ICT, Music and Science curriculums.

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons.

Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

PE and sport can be reflected across all subjects dependant on the theme or topic. For example using experiences in intra house competitions to write a report or news article, using maths to help work out the scoring system at sports day, using ICT to develop a short movie on sport leadership within the school, promoting the Olympic and Paralympic values during assembly. Most importantly typical seated classroom lessons can also become more active so that children remain more focussed and engaged and become accustomed to an active daily lifestyle rather than becoming more sedentary as they progress through their school life.

Physical Activity

National Guidance, Chief Medical Officers

We are aware of our role, alongside parents and carers, in supporting children to meet the national physical activity guideline. We are working together towards the 2011 guidance from the Chief Medical Office (CMO) on how much physical activity children and young people (5 – 18 years) should be doing:

1. All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
2. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.
3. All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.

Individual physical and mental capabilities should be considered when interpreting the guidelines.

Examples of physical activity that meet the guidelines:

Moderate intensity physical activities will cause children to get warmer and breathe harder and their hearts to beat faster, but they should still be able to carry on a conversation. Examples include: bike riding and playground activities.

Vigorous intensity physical activities will cause children to get warmer and breathe much harder and their hearts to beat rapidly, making it more difficult to carry on a conversation. Examples include: fast running and sports such as swimming or football.

Physical activities that **strengthen muscle and bone** involve using body weight or working against a resistance. Examples include: swinging on playground equipment, hopping and skipping and sports such as gymnastics or tennis.

The benefits of being active for at least 60 minutes each day include:

- Improves cardiovascular health
- Maintains a healthy weight
- Improves bone health
- Improves self-confidence
- Develops new social skills

Minimising sedentary behaviour may include:

- Reducing time spent watching TV, using the computer or playing video games
- Breaking up sedentary time such as swapping a long bus or car journey for walking part of the way

Opportunities to be Physically Active

Active Classrooms

In the classroom we expect our staff to:

- Encourage physically active 'brain breaks' to aid concentration and promote the importance of being active and less sedentary. We ask each class to take part in the daily mile at least 4 times per week.
- Use physical activity to engage children differently such as standing up to ask questions or to register their attendance.
- Use physical activity to bring out learning across the curriculum not just in PE. For example 'Maths of the Day'.
- Teach about the social aspects of fitness within the PSHE education programme.

Extra-Curricular Activities and Out of School Hours Learning (OSHL)

The school provides a range of Physical and Sports related activities for all children to access before school, during lunch time and after school. These include netball, football, tennis, hockey, athletics, tag rugby, multi sports, playground games, rounders, change for life, yoga, running and cricket. These encourage children to be active and achieve their 60 minutes a day targets as well as to further develop their skills in a broad range of the areas.

We run an inclusive programme for all abilities and interests with additional squad sessions for those children that wish to represent the school in a certain sport. The school sends details of the current club activities to parents at the beginning of each term. The PE Coordinator considers the requirements of all children ensuring there is availability for all children to access clubs.

Certain clubs are chargeable and we utilise the Pupil Premium funding and Primary PE and Sports Funding to assist those families with low income to access the clubs. We particularly encourage girls and less active children to take part on our extra-curricular clubs. Attendance is monitored by the school office and clubs are reviewed regularly. Clubs are delivered by school staff as well as external sports coaches and instructors.

Competitions and Performances

Competitions and performing provide a good opportunity for our students to develop their confidence, team work and resilience skills and helps them to learn how to manage their emotions when they win or don't achieve what they would have liked to. Our emphasis is for children to focus on their own performance and what they did well and what / how they could improve but to also enjoy the success of others and remain graceful.

Intra School Competitions

We run an inter house competition structure for PE, Physical Activities and Sports. At the end of each half term classes will take part in a more competitive event where scores can be collected and their skills learned can be put into a performance. The intra house events provide all pupils with an opportunity to represent a team within the school. This allows us to celebrate the children's Physical (Head Heart and Hands) development and learning and introduce more cultural aspects to PE, PA and school sport. At the end of the year, we have a EYFS, KS1 and a KS2 sports day which include a variety of fun based activities and athletics events. Parents are invited in to spectate and support these events.

Inter School Competitions

The school also plays regular competitive fixtures against other local schools and participates in the Merton Sports Partnership cluster and Borough competitions throughout the year. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. The Borough competitions also feed into regional and national pathways providing a high level competitive potential experience for some children.

We also take part in less competitive and more inclusive festivals and events to ensure more of our children are able to experience inter school activities and represent our school. By representing the school at such events our pupils gain a sense of achievement, school community and pride and can benchmark their performance against other children in the wider community. They also get to experience local secondary school facilities and interact with secondary school sports leaders as well children from other local primary schools.

Ref-Spect

It is vital that our young people enjoy participating in our events and programmers in order to keep them engaged in sport and physical activity. Children and sports leaders should not be made to feel uncomfortable or be subject to any kind of negative communication or commentary. We have adopted the Merton School Sport Partnership's Ref-Spect campaign within our own school and when taking part in activities and competitions off site with other schools. <http://www.mertonssp.org.uk/parents/ref-spect>

We will endeavour to promote positive sporting behaviour and spectating at all times and will actively promote the codes of conduct to the whole school community. When our children perform in sports competitions or other events we will support them in such a way that they are able to confidentially make their own decisions during the game/performance. When decisions from officials don't go our way, staff will lead by example ensuring that they maintain a professional demeanour accepting any difference of opinion gracefully and only use the correct protocol to challenge any concerns through the event organiser.

Sports Related Trips

All sports related trips will fall under the Educational Visits policy. It is important to consider the supervision and behaviour of spectators travelling with the school party to ensure a positive approach is maintained at all times. Any negative behaviour from children or spectators will not be tolerated and may result in a ban from future participation at or spectating at sporting events.

Local Club Links

Information about clubs providing physical activities in school and in the wider community is regularly made available to pupils and staff. All information can be found from the office where flyers are available. Photos and pupil reports of curriculum and out-of-hours learning activities are displayed on our school sports display board, in the front office, on our Facebook page or in the school newsletter.

The Daily Mile

This programme enables our class teachers to activate their pupils during the day. The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances. Its impact can be transformational – improving not only the children's fitness, but also their concentration levels, mood, behaviour and general wellbeing.

The Daily Mile is a social activity, wherein the children run or jog – at their own pace – in the fresh air with their class mates. Children can walk to catch their breath, if necessary, but should aim to run or jog for the full 15 minutes.

Research has shown that The Daily Mile can even increase attainment in primary school, and parents have reported an increased interest in health and wellbeing from their children after they have started The Daily Mile.

Our class teachers are allocated preferred times to complete the daily mile each day. Each class tallies the number of miles they run per week and this contributes to their intra house points scoring system.

Active Travel

We encourage pupils (and their parents / carers) to walk, cycle or scoot to school. During school activities and trips we reinforce our active travel expectations. We encourage parents with younger children to reduce the use of buggies and encourage younger children to walk or scoot to school.

We have a School Travel Plan in place and the benefits of this include:

- An increase in sustainable means of travel (such as walking, scooting, cycling or using public transport) and reduced car travel to school
- Healthier, more active pupils and staff
- Reduced risk of accident and improved air quality around the school site
- Fewer cars and less congestion around the school results in safer walking, scooting and cycling routes
- Increase in the school's reputation as well as opportunity for London Healthy School and Eco School Accreditation.

We take part in STARS which is TfL's accreditation scheme for London schools and nurseries. STARS inspires young Londoners to travel to school sustainably, actively, responsibly and safely by championing walking, scooting and cycling.

Equal Opportunities and Inclusion

All pupils in the school, regardless of gender, age, ability, ethnic origin, faith, culture, sexual orientation and social circumstances and including those with special needs or disabilities are entitled to a comprehensive programme of physical education and physical activity which:

- fulfils the statutory national curriculum requirements
- takes into account their individual needs and interests
- provides them with opportunities to pursue activity beyond the school day

Our school assists pupils with specific disabilities/health conditions and provides effective learning opportunities where appropriate to ensure all children are able to make good progress to their expected level regardless of their ability. Activities are adapted to suit individual requirements as appropriate; this may include modifying a task, offering a parallel or separate activity.

Our school is sensitive to the needs and skills of the individual and physical activity provision is inclusive of all abilities and pupils whether the pupils are physically gifted or challenged. We pay particular attention to those children that tend to be more sedentary and less active during curriculum and extra-curricular time. They are targeted and consulted with to ensure they have opportunities to take part in physical activities that they enjoy.

We will train and develop our staff to ensure they have a sound understanding of the different impairment needs and the mental health needs of our students and are able to deliver a high quality

curriculum and extra-curricular sessions as well as signpost children to opportunities within the local community.

Role Models

Our school staff and volunteers acknowledge the school's aims to promote an active and healthy lifestyle. They understand their role within this and how their behaviour can influence our children and school community. Staff are expected to be enthusiastic about physical activity and are encouraged to pledge to be visibly active themselves at least once a week. This could be by cycling or walking to school, taking part in the active classroom session or daily mile, taking part in staff fitness sessions on site at the end or beginning of the day.

Staff are encouraged to avoid eating unhealthy snacks or lunches in view of the children and fast food is not permitted on the school site. Staff are encouraged to provide healthy snacks for meetings rather than cakes or biscuits. See our healthy eating policy for more details.

Parents are also encouraged to be active and healthy role models. They are invited to take part in our sport days and to support our active travel plans and other activities such as afterschool clubs and runs. Parents are kept informed of the physical activities taking place on a regular basis through our school newsletter and parent mail. Parents are asked to take part in physical and health promoting activities with their children as part of their home learning.

Resources and Facilities

We encourage controlled and safe physical activity in many areas of the school including playgrounds, classrooms, sports hall and gymnasium. We provide a range of resources to meet the needs of the curriculum and to enable children and staff to be active and healthy. Our PE Coordinator reviews our resources annually to ensure they are in good repair and sufficient to meet the needs of our programmes.

Primary PE and Sport Funding

Our school endeavours to utilise the current funding provided by the DE to meet the 5 key indicators recommended by AfPE:

1. The engagement of all pupils in regular physical activity
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Through our staff audits, student voice, PE and PA Planning and the Merton School Sports Mark Award Processes we identify areas which are most in need of resourcing to ensure we are improving and enhancing the provision for PE, PA and Sport within our school. Our expenditure report will be made available online and updated annually in September and March. The lead PE Governor will be involved in this process.

Safe Practice

The school recognises that physical activity involves pupils in activities which by their very nature, contain an element of risk. In general our school follows the guidance from the Association for Physical Education's (AfPE) handbook: 'Safe Practice in P.E. Physical Activity and School Sport'.

Below are some specific areas to which we must pay attention to when planning and delivering safe activities for our students and school community to minimise any potential risks.

Staffing

SLT will risk assess the PE curriculum map and extra-curricular timetable to determine the required teacher to pupil ratio. Particular consideration will be paid to the space, type of activity, age and ability of pupils, staff experience and competency, higher risk activities and the behaviour of students. Ideally there will be two adults present in PE lessons especially with the lower Key Stages. This may be the PE coach or teacher and a teaching assistant. All teachers and teaching assistants will be active and appropriately dressed in all lessons. Teaching assistants will assist the teacher or PE coach where required. Where a student requires a 1:1 support worker they too must be present for all PE lessons and extracurricular sessions.

If a teacher is left alone with a class on the school field a walky-talky and first aid kit must be provided with instant response available from the school office, should an incident/accident occur.

When using sports coaches, ratios should be reassessed as the NGB qualification may stipulate lower ratios and this could affect the safety of pupils and their insurance cover.

Staff should restrict any participation in activities with the children particularly in a game/competitive and open activity. It may however be beneficial for a teacher to enable increased fluency of an activity to support learning and development such as to feed the ball. Where any physical contact between staff and students is necessary, it must be conducted in an appropriate manner such that it cannot be misconstrued or misused.

When off-site sporting activities take place we will endeavour to ensure staff gender reflects that of the children within the group.

Personal Data and Registers

Registers should be taken for all PE Lessons and Physical Activity sessions and managed within the guidelines of our Data Protection and Records Retention Policies. Attention should be paid to any medical needs and to those who do not take part frequently.

Where external coaches require access to personal details such as class registers or additional needs of students' they must follow the GDPR procedures and must not take any personal or sensitive data off site with them or forward this without consent from the Head Teacher. They must not share any personal or sensitive data on an unsecure platform including to any personal email address. External coaches should not be asked to dismiss children to parents/carers at the end of the day unless they have been inducted to this process in advance and this has been risk assessed by the PE Coordinator with SLT authorisation

Medical Needs

Teachers and external sports coaches must be aware of and make good provision for pupils who have special needs with regards to physical activity, eg asthma, diabetes.

Parental notes excusing a child from a P.E lesson on medical grounds must always be followed. Should these persist, the teacher should ask the Head Teacher to contact parents and if necessary a note from the school to parents should be sent stressing the concern over the child's inactivity as well as the schools inability to be able to deliver statutory National Curriculum requirements. Failure to respond by the parents could lead to the involvement of the welfare services.

Children present but unable to participate are still the responsibility of the teacher. Children must be given an appropriate alternate activity while the lesson is happening for example leadership or officiating.

Use of External Agencies/Personnel and Adults other than Teachers (AOTT) to Deliver or support PE, PA and School Sport

External sports coaches or PE specialists can provide additional breadth and depth to the programmes for PE, PA and Sport within our school. Specialist knowledge and an enthusiastic and inspiring approach to sport from experienced external personnel can be of real benefit to our students and staff. It is our policy that all AOTT are fully vetted through our safer recruitment processes. We also follow the AfPE's recommendations on using sports coaches.

http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE_branded_Effective_Use_of_Coaches_-_Nov_2014.pdf.

Our Head Teacher carries responsibility for ensuring all adults teaching the pupils, including sports coaches, have the necessary skills to fulfil the demands of the tasks to which they are deployed and have been observed by the head teacher and deemed to be confident. This includes a minimum of a level 2 UKCC coaching award in the activity to be taught (preferably with a UKCC level 3 in Supporting PE and School Sport), child protection training, first aid training, public liability insurance, references and an enhanced DBS.

All external personnel involved in PE or sport will also be comprehensively inducted by the PE Coordinator and be expected to fully implement our school's safeguarding, ethos and behaviour management processes.

If delivering physical activity to students without the class teacher in support, the coach should be made aware of any disabilities, learning or medical needs the children may have along with the first aid and communication protocol, signing in and out children, 1:1 support required, changing for PE Policy, Educational Visits Policy and the Complaints Procedure. We will provide adequate support for the students in terms of adults to children ratios as well as a risk assessment of the facility, activity and equipment.

By their nature, PE lessons present a higher level of risk of injury to the students due to the active movement of children, use of equipment and physicality of the session. As such, in order to ensure all students can take part in a safe and high quality PE lesson all sports coaches will have at least one teaching assistant or adult staff member actively supporting them during the delivery of any PE lesson.

We will risk assess the curriculum plan for PE in order to ensure the personnel are able to provide a safe lesson and are deemed competent to manage the class considering the students abilities, activities taking place and equipment/facility.

National governing bodies of sports may require a different ratio of adults to children depending upon the age, ability and the type of activities taking place. This guidance should be sought by the PE Coordinator through the risk assessment process and may supersede our general expectations for 2 adults as a minimum per class, per PE lesson.

The Out of School Alliance recommended adult to child ratio for nursery and reception aged children for general afterschool sports activity clubs is 1:8, with the ratio for children in Year 1 and above being 1:15. Again, NGBs sport specific recommendations and student ability may supersede this guidance.

In order for the lesson to be safe, enjoyable and to meet the differing needs of all pupils the TA must be prepared to actively support the specialist throughout the lesson. Children with additional needs who usually have 1:1 support should also continue to have this adult in place for the PE lesson or extra-curricular club. This adult does not count as the second member of staff for the PE lesson as they would not be able to actively support the specialist with the rest of the class during the lesson.

We appreciate that unexpected scenarios may occur in our school environment and that an emergency situation may occur whereby the supporting member of staff cannot be in the lesson for a short period of time in order to prioritise the safety and wellbeing of another person/s. In this case the specialist may feel it is safe to continue to deliver the lesson alone for that period whilst alternative arrangements are made by us to replace the supporting member of staff.

Swimming lessons are provided by GLL and the staff are vetted and checked through GLL's recruitment and safeguarding process. GLL provide a vetting statement annually to assure us of this process. Ratios of instructors to children are 1:12 for swimming with lower ratios recommended for less able swimmers to improve their progress.

Children's PE Kit

For PE lessons children are expected to wear full PE kit into school (no changing in school time for PE lessons necessary). In Nursery, children are not required to change into PE kit. In reception the class teacher will use the first term to gradually introduce each item of PE kit. Children will start by changing one item together (such as shorts or footwear (if applicable) on their first PE lesson then introduce other items one at a time. The teacher will ask the children to change all together for each item and to wait for all children before changing the next item.

Indoor PE Kit:

Plain navy blue/black/white Socks, Black Trainers, Navy blue Shorts, House team colour T-Shirt

Outdoor PE Kit:

Plain navy blue/black/white socks, Black Trainers

Navy blue Shorts/Tracksuit Bottoms, House team colour T-Shirt

Children will not be permitted to withdraw from lessons due to forgotten or missing kit. We will ensure children still participate in a non-physical way to access the lessons. Children should come to school dressed in their PE kit on the days of their PE.

For other physical activity such as lunch time play, daily mile, active classrooms children may wear their school uniform and change their footwear into trainers.

We encourage plain, suitable trainers for all children. Children may also wish to keep a pair of trainers specifically for taking part in PE and Clubs on a muddy field in a plastic bag with their PE kit.

Trainers should be lightweight and suitable for general sports and physical activity. High top and fashion trainers are not suitable. Velcro fastenings are preferable for younger children. Plimsolls may not provide the support required for outdoor activity and should be avoided.

Tights are not suitable for PE. In extreme weather conditions or for religious / medical purposes, navy blue under garments such as leggings and long sleeve fitted t-shirts may be worn under the normal PE kit.

Jewellery may not be worn and long hair or flowing headscarves should be tied back. Any jewellery / personal adornment must be removed prior to P.E. Temporary use of tape to cover the studs is acceptable, but parents should be made aware that this is only a temporary measure in the case of newly pierced ears and should only be used for the 4 – 6 week settling period. This is because it does not totally guarantee the safety of their child or that of other children and adults.

For Gymnastics and Dance Activities

Bare feet or socks with grip underneath unless a specific ailment such as a verruca is diagnosed. (This is to protect the sufferer if verrucas are sore, not the other children from infection. Verrucas are only infectious in wet areas like pools). Trainers or plimsolls should not be worn because they lack sensitivity to the apparatus and are prone to cause accidents.

Leotards, shorts and close fitting t-shirts are acceptable. Full tracksuits may be too warm. Loose fitting t-shirts can be dangerous unless tucked into shorts or tracksuit bottoms. Check floor area prior to each lesson as children will be in bare feet.

For Games

Football or rugby lessons may lead to some children bringing boots. This is acceptable as long as those children have shin pads and they only play against other children who also have boots and pads. Mixed footwear can cause possible injury.

Swimming Kit

Children should wear a one piece swim suit, swimming trunks or full body swim wear. All children should wear a swim hat and they may wish to bring goggles to their lessons. All children should bring a towel and a waterproof / plastic bag for wet kit.

Protection

The only pieces of personal protection likely to be used by a child in the primary school are shin pads for soccer and mouth guards for hockey.

Staff Attire

Staff are provided with a uniform which is to be worn on the days they deliver PE. Staff must remove all jewellery to reduce the chance of injury to themselves or others.

Changing Rooms for Swimming

Children will be provided with a group changing room for each gender. Staff will supervise from distance and base themselves at the doorway. Children will be expected to change independently with no help from adults or other children. Children will not be permitted to shower and wash/blow dry their hair after swim lessons unless medical circumstances require this.

Where possible the teacher supervising the changing will be of the same gender to the children. If this is not possible the member of staff will supervise from distance and base themselves at the doorway to ensure they can monitor behaviour and the safety of children but will avoid entering the changing room unless it is deemed absolutely necessary.

Resources and Facilities Storage

There are a wide range of resources to support the teaching of PE across the school. Our equipment is stored in the outdoor PE shed and indoor PE cupboard. This is only accessible to children under adult supervision. Staff should not be alone with pupils in the equipment stores. When children are supporting the putting out or tidying of equipment the equipment should already be taken from the store by the staff member and children should leave equipment by the store for the staff member to put it away. This is to ensure that the store is stored correctly and children are safe from falling or moving equipment. Once trained appropriately Year 5/6 sports leaders may be more active in tidying the store cupboard providing there are no risks to their safety.

The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their PE curriculum. By so doing, the children learn to handle equipment safely.

Risk Assessments

The British Standards Institute (BSI) states that 'it is important that all physical education apparatus is maintained in a first class, fully safe condition. General maintenance should take place **regularly**. An inspection should be carried out **at least once a year**.' In accordance with this recommendation we will ensure our PE and Playground equipment is inspected annually and a copy of the inspection report is placed within our reception area. More details can be found here: <http://www.afpe.org.uk/physical-education/wp-content/uploads/Inspection-of-Equipment-of-PESSPA-Web.pdf>

School facilities used for physical activity will be assessed in relation to the activities planned for that academic year by the SLT and site team with support from the PE coordinator annually. See Appendix for the Risk Assessment Template which can be amended to suit the place, people and activities accordingly.

A separate risk assessment specific to **swimming** should be completed annually.

It is vital that staff are aware of the correct procedures for the development of specific skills being taught. Teachers and coaches should avoid inherently hazardous activities, which cannot be reasonably managed.

The teacher or coach must adopt a position whereby they can effectively supervise the class.

Gymnastics and Trampolining Activities

Gymnastics equipment such as trampolines, spring boards and any equipment that involves working from height can pose a higher risk to students. Staff delivering these activities require specialist training by British Gymnastics. Teachers and coaches should only deliver activities they are competent and confident to deliver and must know and apply the accepted techniques.

Handling Apparatus

All children should be taught how to handle and use apparatus safely. Only rarely should apparatus be left out to allow one group to follow on from another (eg the same or similar year groups working on similar units of work). Apparatus handling skills should be embedded within the lesson from reception onwards.

Safety Tips:

- Allocate a sufficient amount of children to each piece of apparatus dependant on age/size.
- Begin by demonstrating using a small number of sensible children.
- Point out safe hand positions, which guard against toppling or premature release.
- Select lighter pieces first.
- Teach 'tandem' lifting with the child at the front leading.

- Lifting boxes etc. should be done with sufficient children to make things light.
- 4 children to a mat (2 when for upper KS2).
- Trestles opened before being moved.
- No use of apparatus until the teacher gives command.
- Apparatus must be checked by the PE coach or teacher in the following way before the children commence work:
 - Everything is where it should be.
 - Space around apparatus units is safe.
 - Mats are correctly positioned.
 - All fixings are secured.

Supporting Children

Though an inherent part of certain aspects of P.E, supporting should be kept to a minimum. It should be noted that whilst a coach or teacher is supporting one child it is difficult to guarantee quality supervision of the other children.

- Though support is an inherent aspect of PE this should be used sparsely.
- The teacher should position themselves so they are always able to see the whole class.
- Supporters should know what is expected of them and should be deemed able to undertake the task safely.
- The supporter and performer should be clear what type of support is to be given.
- The performer gives consent for support to be given.
- Contact should be between the same sexes if at all possible.
- Support activity often warrants the use of matting.
- Teachers should only offer support or encourage support if they are fully aware of the technique to be employed. For gymnastics and swimming this usually involves training and certification.

Each teacher must ensure that the space and equipment is checked and is safe for use and is used safely by participants for every session. Pupils will be taught how to handle, set out and use equipment safely as part of the PE curriculum. We encourage the children to consider their own safety and the safety of others at all times.

Suitable Equipment

Staff must ensure they only use equipment that is suitable for the ability and age of the children and meets the recommendations of the sport National Governing Body. For example if a game of dodge ball is to be played the children must only use recommended dodge balls for their age and ability and attention must be paid to the way the equipment is used safely including abiding by the NGB's rules; such as throwing under waist height only. The PE coordinator should ensure that the correct equipment is available for the safe delivery of the PE Curriculum, extracurricular clubs and other physical activities.

Playground

The children use the school playground for physical activities and there is a climbing wall and adventure apparatus available for children to play on at playtimes, which is monitored by a timetable placed in the small entrance by the playground. See our school website for more information on safety in the play areas.

External Facilities

We make use of other local facilities to enrich our activity programmes. These include our local swimming baths (Morden Park Pool), local parks and schools that host events which we may enter. All trips off site are risk assessed as per our 'Educational Visits Policy'.

General risk assessments should take place prior to any PE lesson or extracurricular activity.

The coach / teacher should look for the following:

Floor

- Is it clean, free from water or food?
- Are there any slippery patches?
- Any signs of dangerous objects (staples, etc.)
- A safe working area away from obstacles is marked out with floor tape.

Lighting

- Is there sufficient light to see the equipment, space markings and people?
- Are the lights too low for the activity?
- Is there any sunlight likely to cause dazzling?
- Are any artificial lights flickering and causing 'strobing'?

Walls

- Is there anything protruding from the walls or likely to fall off?
- Are all apparatus against walls and secure?
- Could glass be broken by moving objects?

Doors

- Closed and secure?
- Has space been allowed for the door to open safely and are exits clear?

Temperature

- Not too hot or too cold?

Apparatus and other Objects (see also below)

- All apparatus in good condition? A visual check prior to any lesson.
- Pianos, tables, chairs etc. Are they pushed out of harm's way?
- Are blind pull cords tied to the wall?
- Are there loose items that could fall or be knocked over?
- Is apparatus fit for purpose/age appropriate?

Equipment

- Is it stored safely and accessible?
- Storage area marked out and labelled.

Playgrounds

- Is the surface reasonably dry and free from loose materials?
- Is there any potential hazard likely to trip a child?
- Is there adequate space for the activities planned?

Playing Fields

- Any sign of broken glass, cans etc.?
- Any sign of faeces of dog, fox or cat?
- Is the surface flat – are there dips or divots?
- Is there adequate space for the activities planned?
- Area checked by teacher with visual sweep and children warned to report anything they see.

Gymnastics Apparatus

Gymnastics apparatus is potentially dangerous. The risk of injury can be minimised by applying the following procedures.

- Make sure all apparatus is returned to its allotted place and appropriately secured.
- Assemble and dismantle gym equipment systematically beginning with the assembly of large apparatus followed by the smaller pieces of equipment and finally the mats. This process is reversed for putting away.
- Visually check the safety of the equipment prior to and after use.
- Report any problems immediately to the head/PE Coordinator for disposal or repair and label the apparatus 'not to be used'.
- Annual equipment inspection by accredited company

Mats

Mats are primarily used to absorb impact for landing on the feet. However it is of the utmost importance that the students are able to use a safe and effective landing technique.

- Use mats only where they are expected to cushion deliberate landings.
- Do not scatter them around profusely. They can become just as much of a hazard as a safety feature.
- Be wary of placing a mat where there is a high probability of a child falling from an apparatus. It is better to limit the apparatus or the expectations on the child.
- Teachers and children should check mats throughout P.E lessons because of the likely movement.
- General purpose gym mats are not suitable for martial arts as their density is inadequate.

Goal Posts and Netball Posts

Goal posts must be secured either in the ground or to the ground. Sandbags/weights are available for this. No-one should be allowed to swing on the posts. Goal posts should be checked at the start of each session to ensure they are safe and not likely to fall apart or fall on top of a child. Netball posts should be carried with the utmost care. One child at each end of the posts.

Exposure to the sun and heat

Total risk protection is not possible, but there are measures we can take to minimise this risk.

- Reduce the amount of exposure time by limiting lessons to no more than 45min.
- Encouraging children to wear sun protection clothing e.g. hats, long sleeves.
- Allow the use of sun-tan lotion but only applied by the children to themselves.
- Allow allocated time for water breaks.
- Avoid vigorous exercise for a long duration, such as long distance running, on hot days.

Risk Assessment Form

Event or Activity		Date/s	
Activities taking place			
Areas used			
People in attendance			
Assessed by		Date of Risk Assessment	

Facility / Location Hazards	Risk <small>L, M, H or X - None</small>	Factors in place to reduce or avoid risk	Checked
Pre event site visit completed	Date:	??,??,?? By Whom:	
Inappropriate lighting			✓
Temperature			
Insufficient or unsuitable space			
Untidiness – causing trips, injuries / fire hazard			
Stairs – dark / steep / no handrail			
Lack of fire escapes / extinguishers / procedures			
Slip / trip / fall hazards			
Working at height			
Inadequate ventilation			
Inhalation of dust or chemicals			
Poor surfaces for activities – slips / trips / impact			
Electrical hazards			
Toilet Facilities			
Access to facilities including for disabled people			
Weather extremes: Hot/Windy/Wet/Cold/Ice			
Animals access to facility – could harm people or foul the area			
Other activities and spaces can be accessed on the event site			

Sporting Activity Hazards	Risk <small>L, M, H or X - None</small>	Factors in place to reduce or avoid risk	Checked
Uneven playing surface			
Playing surface too hard or soft or wet			
Hard or sharp objects on pitch/court			
Sliding on Astroturf or tarmac			
Use of correct equipment for age, ability, type of activity			
Collisions / Conflict with surrounding objects or people			
Impact from sports equipment			
Contact sport injury			
Personal injury – fracture / sprains / cuts			
Activity suitable for disabled participants			
Uneven playing surface			
Playing surface too hard or soft			
Rules used as directed by NGB of sport			
Age range and ability of children suitable to play against each other			

People & Organisational Hazards	Risk L, M, H or X - None	Factors in place to reduce or avoid risk	Checked
Lack of information, training or instruction			
Poor activity planning or preparation			
Poor activity delivery or organisation			
Ignorance of rules and / or procedures			
Unsafe behaviours or attitudes			
Lack of appropriate first aid equipment and experience			
Medical conditions of participants			
Poor safety control from group leaders			
Poor safety awareness from participants			
Lack of cooperation within group			
Differing skill levels within group			
Low level of physical fitness / strength			
Aggression between participants			
Aggression from crowd / public			
Contact between participants increasing risk			
Participants with special needs			
Participants warmed up appropriately			
Terrorism/Emergency evacuation			
Participants wearing safety clothing or accessories – ie shin pads, mouth guards			
Participants wearing suitable attire			
Danger of interference by members of the public			
Leaders briefed and trained to support at event			
Supervision of leaders / volunteers/ officials			
Transportation of leaders to and from event			
Photo consent for leaders / volunteers / officials			
Pregnancy or Conditions to consider safety of Staff / Volunteers			

Equipment and Other Hazards	Risk L, M, H or X - None	Factors in place to reduce or avoid risk	Checked
Cash handling			
Transport to and from your activity			
Transport of equipment to and from the activity			
Hazardous substances			
Equipment with moving / hot			
Heavy equipment and lifting			
Electrical hazards from equipment			
Noise from equipment			
Risk of trapping body / clothing in equipment			
Inadequate environment for equipment operation			
Inadequate protective equipment			
Equipment in unsuitable condition			
No access to phone			

Safeguarding	Risk L, M, H or X - None	Factors in place to reduce or avoid risk	Checked
All MSSP staff, self employed coaches, volunteers DBS cleared and safeguarding protocols met. Schools following own protocols.			
Correct ratio of staff to children			
Public place – strangers / animals			
Adequate 1 st aid treatment			
Opportunities for one on one contact with children			
Transportation of staff / children			
Phones use of by staff, leaders, volunteers, schools and public - media consent			
Swimming - lack of clothing considered for photography			
Behaviour of adults and children towards children and young leaders			
Sign in / Out - Registration			
Other activities taking part or other children on the event site			

Record of Incidents and Accidents at Event or Activity

To include: Date, time, description (factual), people involved, treatment or actions taken, follow up and future recommendations

Completed by _____ Date _____