



**Hunslet Moor Primary School**

# **Physical Education and Equipment Policy**

*(Written in line with Local Authority Guidance)*

Written July 2023

# **Physical Education Policy**

## **Aiming for Excellence; unlocking every child's full potential**

### **1. The Vision for Physical Education at Hunslet Moor Primary School**

At Hunslet Moor Primary School the core purpose of our school is to ensure that every child learns, achieves and enjoys in all areas of the curriculum.

We believe that physical education, sport and an awareness of a healthy lifestyle contribute to the long term holistic development of children. We strive for every child to achieve their physical potential and to develop skills such as teamwork, fair play and respect for themselves and others.

We hope for every child to:

- Be physically literate.
- Develop physically, emotionally and socially.
- Have a lifelong participation in physical activity.

### **2. What is Physical Education?**

P.E. is the development of knowledge, skills and understanding of physical activity through a continuous process of planning, practise, exploring, performing and evaluating.

### **3. Aims and purposes of P.E:**

All children should be provided with opportunities and encouraged to:

- experience a wide range of physical activity;
- develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules;
- develop and explore physical skill with increasing control and coordination;
- develop confidence and competence in performing different skills;
- develop positive attitudes to physical activity;
- improve social and interpersonal skills;
- respond positively to different challenges;
- persevere and make sustained efforts to develop and improve their own performance;
- pursue habits and interests that promote a healthy lifestyle;
- become increasingly aware of how physical activity affects the body.

### **4. Planning, Teaching and Assessment:**

Children are taught two hours of PE each week and this is also supplemented through the daily use of active learning and outdoor provision, where children engage in physical activity and learning indoors and outdoors. Physical activity is also supplemented through access to multi-sports activities at break time, lunch time and in our after school provision.

The teaching, learning and assessment of PE draws from national curriculum objectives which are structured into sports on the Long Term Plan. Teaching and learning in PE ensures that pupils have the opportunity to apply new skills in competitive games and performance, with a range of sports taught across Key Stage 1 and Key Stage 2. PE planning is taken from the PE Hub Scheme of learning and teachers adapt these accordingly to ensure objectives from all of these areas of the curriculum are taught. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities.

### **Extended Provision of Physical Activity - After School & Lunchtime Activities**

We offer an increasing range of after school activities including physical and sports activities for children in both Key Stage 1 and Key Stage 2. After school clubs are available for all children and change each half term or term.

A range of sporting activities and competitive games such as basketball, football, hockey, cricket and dance engage children in physical activity at lunchtimes, encouraging team work and celebrating respectful play.

A programme of After School Clubs offer the opportunity for pupils from Year 1 – Year 6 to engage in and develop skills in a variety of sports. In our Summer term each pupil takes part in a Sports day, where they have the opportunity to work as a team in a range of challenging and fun activities to apply skills in running, jumping, throwing and co-ordination.

### **5. Inclusion and Equal Opportunities:**

All children at Hunslet Moor Primary School are entitled and expected to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational need. At Hunslet Moor Primary School, we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment.

### **6. Expectations for P.E. Kit:**

Pupils are expected to wear the school PE kit to school on the day they are taking part in PE. It is the responsibility of class teachers to share with parents/carers and children when their PE lessons will take place and remind children to have the appropriate kit in school.

PE Kit is given to each child and this must be worn in lessons. It includes:

#### **P.E. kit for all children:**

- Dark tracksuit bottoms or shorts,
- A white plain t-shirt.
- A dark jumper.
- Pumps or suitable trainers for use in the Hall must be worn by all children taking part in PE indoors

In order to ensure safety and hygiene, pumps or appropriate trainers must be worn in the hall by all children, unless appropriate permission has been agreed between parents/carers and the school due to a medical condition. If a child does not have the appropriate footwear in school, then they

will wear pumps and clean socks provided by their class teacher from a set of spare school equipment.

Suitable footwear is essential to ensure safety during outdoor PE lessons. Footwear should be trainers and not strappy /slip-on shoes.

### **Forgotten PE kit/pumps Procedure**

1. First instance in term – record on log and send home a letter.
2. Second instance in term – record on log and class teacher and phase leader to meet parents/carers of child to discuss reasons why they do not have full PE kit to see if a solution can be reached.
3. Third instance in term – record on log and class teacher to follow up with SMT to discuss options.

Children who do not have their P.E. kits or are unable to join in due to medical reasons will be required to participate according to the activity or take a leadership or evaluative role.

### **Jewellery**

Jewellery should not be worn during P.E. and children are required to remove items such as earrings, necklaces, watches etc. Items, such as earrings, that the child may be unable to remove, should be covered by surgical tape which will be provided by the PE Subject Leader. Jewellery worn for religious reasons must also be taped down and this must be explained to the parents.

### **Hair**

Children with long hair must have their hair tied back in order to participate safely in P.E. lessons.

### **Staff Dress during P.E.**

All staff are expected to be wearing suitable clothes and footwear to teach and support in P.E. lessons.

## **7. Apparatus Handling Procedure**

### **7.1 P.E. Resources and Apparatus**

Apparatus and equipment for physical education are for the use of all children and classes across school and therefore it is the responsibility of each member of staff to ensure that these resources are stored, used and returned in a way that ensures a consistent standard of quality for all users.

It is the responsibility of all adults using P.E. equipment from the P.E store cupboard to ensure that this equipment is collected, stored and returned appropriately. It is the responsibility of all adults to ensure that equipment is returned to labelled boxes/containers/bays so that others will be able to locate and use the equipment. All equipment must be stored safely and securely. Storage areas are to be kept tidy by all staff using the equipment and allow safe access for staff and pupils.

P.E. equipment should not be stored in classrooms or within Phase areas.

It is the responsibility of the P.E. Subject Leader to ensure that equipment and facilities are routinely checked to identify any signs of wear and tear that may cause injury.

- Children and adults should have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task.
- Teachers will ensure that all resources are available when they are needed.
- P.E. resources will be stored and available from the P.E. cupboard and returned after use. Children should not be in the store cupboard unsupervised at any time.
- It is the responsibility of any adult who notices damaged or unsafe equipment or resources to remove this equipment and notify the P.E. subject leader as soon as possible.
- Children should be taught to use resources/equipment appropriately and, where appropriate, independently.
- Teachers should ensure that they plan to use a diverse range of resources to cater for all the needs of the children.

## **7.2 Handling apparatus and resources appropriately**

### **Teaching children how to safely lift and carrying apparatus and resources**

Children must be taught the safe methods of lifting, carrying and placing equipment in a manner appropriate to their age, size and strength. It is the responsibility of class teachers to ensure that time is devoted within the P.E. lesson to ensure that this is taught, modelled and expectations shared. Teachers and support staff will supervise pupils carrying equipment and check that the place, area and any linkage of items are safe for use before children begin work.

Children must be taught how to lift apparatus correctly. It cannot be assumed that children have the skills and understanding of how to move apparatus safely – it is the responsibility of each class teacher to ensure this is taught. Children should know:

- Never to touch apparatus unless instructed to do so by the teacher
- How many children should be holding each piece of apparatus or equipment
- Where they have to grip the apparatus
- To carry apparatus – never drag it across the floor
- Always keep apparatus below head height when lifting
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- To have knees bent, back straight and head up ready to lift
- Walk when carrying the apparatus
- Only to lift when everyone is ready. When ready, lead child to say 'one, two, three lift' and when it is in place 'one, two, three down'
- When the apparatus has been positioned, to sit on the floor to await instructions
- Finally when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

### **Lifting Mats: either**

- Four younger children to hold each corner of the mat.

- Two older children to hold each side of the mat.

#### **Lifting Benches:**

- Two children to hold either side of the bench (4 children if younger or heavier benches)

#### **Nesting Tables:**

- Two older children to carry (or an adult for the younger children)

#### **Round Table:**

- Four children carry a round table

### **7.3. Using mats in P.E. lessons**

When considering the safe and appropriate use of mats in gymnastics it is important to note that they should be treated as a piece of apparatus. Pupils and staff need to be taught how to carry, move and place mats.

Gymnastic mats are to be used selectively. Their purpose is to provide comfort and confidence when working on the floor and landing from a height, to encourage changes in direction during sequence work and as a target area for landings. The placing of mats is very important. They should be used where it is **expected** that children will need to cushion **deliberate landings**. They should **not** be placed around **profusely and indiscriminately** as they can produce real danger of children accidentally tripping over them and falling.

The use of mats to absorb **landing** is a feature of physical education. They should be seen as equipment designed to cope with **planned** and **foreseen landings**. They are not intended to prevent injury from a fall. When used in this **deliberate** way, mats eliminate or greatly reduce impact shock and associated injuries. Teachers should be wary of placing mats where it is considered there is a high probability of a child falling off the apparatus. It is better to arrange the apparatus and the demands on the child so that there is a high expectation of safe performance rather than that the child will fall. Children should be taught to recognise the need to use mats in a disciplined way.

