

Physical Education Policy
St Margaret's Academy

Policy Date: 2022

School vision and values

Vision

At St Margaret's Academy, our vision is to deliver a high-quality PE curriculum that inspires all learners to understand the importance of physical activity and to enjoy leading healthy, active lives. We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Values

Our school values (kindness, respect, responsibility and aspiration) are an essential point of reference on all of our journeys. British values (democracy, rule of law, liberty and respect) play an equally important role. We hope that through all the sporting opportunities, we can support the children in practising and displaying our school values and also demonstrating sportsmanship and leadership values.

Definition of Physical Education

Physical Education (PE) is the learning that takes place in PE lessons. PE is about learning to move competently and confidently in all types of environments (Physical Literacy). A central focus is to help all children develop a range of skills such as throwing, catching, jumping, striking, running, kicking, agility, balance and coordination (Fundamental movement skills). When children are confident and competent with these skills, they can develop sport-specific skills which will allow them to enjoy competitive sport and other physically demanding activities. As well as learning to move in PE, children also move to learn. Children learn how to co-operate with others, take risks, and become resourceful, respectful, fair and capable people. Learning through movement, a range of personal, social, physical, cognitive and creative abilities can be developed that can be used outside the sporting environment and in real-life.

Headline rationale for Physical Education

Children learn the fundamental movement skills that enable them to develop the competence that creates self-confidence and leads to safe and successful participation in a wide range of sports. Children are encouraged to improve their personal fitness levels during PE lessons, including muscular and cardiovascular endurance, strength and flexibility. PE helps prevent sickness and disease and encourages children to lead healthy, active lives. Young people can learn valuable lessons about accepting responsibility for their personal development leading to greater self-discipline. PE promotes opportunities for children to be creative, cooperative and competitive and to face up to different challenges both as individuals and in groups. PE provides opportunities for personal goal-setting. Physical activity helps ease stress, tension and anxiety and will result in better attention in class. Many activities taught in PE require children to work in groups to solve problems or as a team. These opportunities are excellent for developing both leadership and cooperation skills. Children learn to develop the value of fair play, honest competition, good sportsmanship and dealing with both success and defeat. Movement can be used to reinforce the understanding of many subjects taught in the classroom e.g. mathematics. Movement is also associated with enhanced brain functioning and boosts academic learning. Sports activities are an excellent way to meet and make new friends and strengthen relationships with others. Confidence in your own physical abilities can help youngsters, and later as adults, to socialise more easily and 'fit into' a variety of situations. PE is especially important to children who have yet to develop their verbal communication skills. Thus, their confidence in physical abilities can lead to positive feelings of self-esteem. PE makes an essential contribution to the leadership, culture, role-models and values of the nation.

Intent in Physical Education

At St Margaret's Academy, our vision is to deliver a high-quality PE curriculum that inspires all learners to understand the importance of physical activity and to enjoy leading healthy, active lives. Children at St Margaret's have cross curricular healthy links with other subjects and share in a whole school vision of maintaining our 'Healthy Schools' status. Our staff and children are enthusiastic about PE and this is shown through teachers' attitude towards the teaching of high quality PE. Our curriculum provides a variety of activities which allow our children to learn a broad range of skills such as communication, co-operation and competition. We wish to provide opportunities for our children to develop their own physical competence and the confidence necessary to reach their personal best in a fair and respectful learning environment. We hope to do this by providing our children with a wide range of opportunities to participate in physical activity, both in a competitive and non-competitive environment. Through the St Cuthbert Mayne School Partnership and Torbay Schools Partnerships our children are invited to attend festivals and tournaments at both intra and inter school levels. We hope that through all the sporting opportunities, we can support the children in practising and displaying our school values and also demonstrating sportsmanship and leadership values. We want to offer a broad range of physical activities for our children by running lunchtime and afterschool clubs; these are run by school staff and external coaches through maintaining links with local sports clubs and organisations. We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and have the confidence in their own physical abilities to participate positively in physical activity and sport in the community and wider society.

Curriculum Aims and Objectives

Aims

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants.

Objectives

- 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
- 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
- Educate pupils about, and involve them in, the process of risk management, so that they understand their responsibility in this, in order for them to participate independently in physical activity and to establish good habits and awareness of safety and personal hygiene
- 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

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. Pupils should have access to all components of current National Curriculum programmes of study, which should include developing fundamental movement and basic skills in a broad range of activities in both KS1 and KS2 so that a realistic attempt is made to achieve the expected levels of performance.

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- Acquire and develop new skills
- Select and apply appropriate skills, tactics and compositional ideas
- Evaluate their own and others' performance in order to improve
- Gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- Experience a range of roles – performer/coach/official/leader
- Planning will provide opportunities to link with other areas of the curriculum e.g. ICT, literacy, numeracy, PSHE and SMSC

Teaching and Learning

- Lessons will be planned to provide appropriate challenges for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the variety of learners, providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Curriculum Planning and Strategies

1. At St Margaret's, we provide all students with two hours of timetabled Physical Education per week including at least one timetabled lesson in the hall.
2. The playground areas, field and orchard are used to facilitate activities such as outdoor activities and games.
3. All children from Years 1 to Year 6 are taught by a qualified PE Teacher (Mr Mayling) The children have at least one, one hour, lesson of PE a week with Mr Mayling.
4. Swimming lessons are provided by qualified teachers including coaches from Plainmoor's swimming pool.
5. We provide a wide range of after-school clubs, using qualified coaches and the good-will of teachers. We promote the Clubs Newsletter at the beginning of each term to parents by email and it's also on the website.
6. Teachers are encouraged to use active brain breaks during school time involving short vigorous aerobic activity, for example, the Golden Mile.
7. All pupils are engaged in regular physical activity centred on the National Curriculum and County Sport Partnership.

8. A broad range of sports and activities offered to all pupils in conjunction with the St Cuthbert Mayne Partnership and Torbay Schools Partnerships.
9. Children are given opportunities to participate in competitive sports through the partnership.
10. Regular CPD opportunities through the partnership for all staff developing knowledge and understanding of different physical activities at KS1 and KS2.
11. In PE lessons, teachers reference the importance of warming-up before exercise, the benefits and how exercise helps us lead healthy, active lives.
12. In Science, from Y2 they cover nutrition, skeletons and muscles to the circulatory system and lifestyle in upper KS2.
13. The school provides a well-balanced and healthy menu for the children and staff to choose from at lunchtimes.
14. The school promotes healthy snacks to be eaten during break times and healthy lunch boxes.
15. Provision for the least active and unmotivated pupils are in place and well-attended.
16. Healthy 60 club and Alternative Sports club established as an intervention for the least active children.
17. Y5 children complete the Playmaker scheme to organise playtime games for KS1.
18. Children are given the opportunity to take on a PE leadership role and model positive attitudes and leadership skills through being Sports Leaders, Healthy Champions, Play Leaders and ECO Warriors.
19. In KS2, the children are given the opportunity to develop their leadership skills by leading PE warm-ups.
20. All children take part in Forest School and learn positive healthy behaviours and skills.

Assessment and Recording

The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and ages are expected to have by the end of each key stage. Teachers ensure that when evaluating and improving performance, connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles. In deciding on a pupil's level for measuring attainment a constant evaluation process is used to monitor progress and give accurate attainment levels. In the first half of the lesson the teacher will demonstrate and show the new skills for that lesson. The second half of the lesson or the game at the end of the lesson will give the opportunity for pupils to demonstrate or accurately replicate what they have learnt in that specific lesson or from multiple lessons. This is an on-going method that will happen over the duration of the unit that is being delivered to the class. At the end of a phase, teachers judge which descriptor best fits the pupil's readiness for the next phase and a final attainment standard will be decided through averages using school levelling criteria (Emerging/Expected/Exceeding).

Assessing Progress

To assist in formative assessment, teachers use the following:

- Baseline assessment tasks, PE Progression of Skills sheets and to involve pupils in self and peer assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress
- 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 (ILD recording observations)
- Use the PE Assessment Web Criteria to help grade pupil's 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
- To target the least active children for interventions
- To identify the most able children for competitions

Out of School Hours Learning (OSHL)

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. 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 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 fitness
- Ensure that every pupil is offered the opportunity to attend a minimum of one OSHL activity each week (Key Stage 1 and Key Stage 2)
- Ensure that the school regularly participates in St Cuthbert Mayne Partnership and Torbay Schools Partnership events which promote physical activity and support links to community clubs

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 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 website)
- Inform pupils and parents of the range of OSHL opportunities

Equality, Diversity and Accessibility

All pupils can access a broad and balanced PE curriculum, which meets 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

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 tasks, 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.

Adults Supporting Learning (ASL)

ASL include classroom assistants, teaching assistants, HLTA, learning mentors, visiting coaches, sports apprentices and volunteer parents. 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
- Contribute to any Torbay School Partnership developments e.g. support the School Games Framework

All ASL and coaches will receive appropriate access to School and LA training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice. 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. The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well being of the pupils. 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.

Changing Provision

Dignity, decency and privacy, where needed, will be maintained. The following will be taken into consideration when deciding the necessity of constant direct, intermittent direct or distant supervision:

- Age of the pupils
- Joint gender
- Behavioural issues
- Potential bullying
- Location of staff
- Safety aspects of the changing space

Staff Development

Opportunities for the development of all staff should 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 will 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.

Leadership and 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 (sports premium) based on the needs identified through the monitoring and evaluation of the subject 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
- Accessing any funding available that may enhance the quality of PE within the school
- 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 setting future targets
- 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

Monitoring and Evaluation

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.

Safety Issues – Safe Teaching, Teaching Safety

Safe Practice in Physical Education & School Sport (a fPE 2012 edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety. The PE policy is in line with school, EDS and DCC guidance. The subject leader should work alongside any staff responsible for health and safety within school. Governors must be involved in the process – it is the governing body that is held responsible. Any policy must be agreed by staff and approved by the head teacher and governors.

The importance of safety in PE is stressed immediately when 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.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed. This process of risk control is reinforced in the classroom through the production of posters that can be pinned to the wall to highlight these dangers.

During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Also teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

Pupils' involvement in, and responsibility for, their own safety

From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them. Continuously, the teacher needs to identify general considerations and question with the pupils, whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care. Pupils will be made aware that chewing and eating during an activity is not acceptable.

Clothing & Personal Effects – (afPE recommendations)

Introduction

- Pupils wear their PE kits to school on their PE days.
- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely. Although vests and pants were in the past, an acceptable option for the youngest children, contemporary views on safeguarding, personal development and hygiene mean this is no longer a advisable practice. In addition, changing is an important life skill.
- Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn.
- Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity. Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects. Jewellery and personal adornment
- The wearing of non essential personal effects continues to pose difficulties in many schools since such items should ideally, always be removed in establishing a safe working environment. Staff have a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working around them. Systems and procedures need to be in place within the changing area to check that pupils fulfil this obligation prior to participation. The following procedure should be applied at the start of every lesson:

1. All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. Particular vigilance may be required when dealing with body jewellery.

2. If they cannot be removed, e.g. medical bracelets/necklaces, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance, may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. The amount of tape needs to be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received from someone or a piece of equipment. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape, magnifying the hazards involved, nor is it satisfactory in situations where close contact is foreseeable. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose

3. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Alternative involvement in the lesson may be possible.

The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:

1. The nature of the activity
2. A balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent. Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above in order to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.

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.

Clothing & Personal Effects – (afPE recommendations)

Indoor footwear

- Suitable indoor footwear is crucial to safe participation and supervision. Footing security is essential. Staff may need to respond quickly to prevent a potential injury to a pupil, making effective mobility essential. Pupils need footwear that is capable of transmitting feel for the movement and the surface they are working on.
- Many practitioners believe that bare feet offer a better alternative for indoor activities such as gymnastics and dance (unless movement includes e.g. lots of skipping actions), providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, appropriate footwear becomes a requirement.
- Pupils should never participate in socks on polished surfaces. Well fitting socks may be applicable on a carpet surface if traction is not affected.
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason described above.
- Some form of footwear is preferable for indoor games activities due to the higher frequency of sudden stopping and changing direction quickly.
- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet

Outdoor footwear

- Whatever the type of footwear worn to give participants stability on outdoor playing surfaces, systematic maintenance is essential. Rule 4 in the FA laws of the game clearly states: A player must not use equipment or wear anything which is dangerous to himself or another player. Although this reference applies to appropriate conduct in football, the principle embodied in this rule is universal. Security of footing is again an essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants.
- Systems need to be in place whereby staff, officials and participants regularly check the safety of the footwear. Procedures also need to be applied whereby participants avoid, wherever possible, walking over hard surfaces to gain access to the playing area. This can result in studs and other traction devices becoming unacceptably rough and sharp, proving hazardous to opponents in competitive games and practises.
- There is an ongoing debate about the safety, or otherwise of bladed boots, with some authorities deciding that they present an unacceptable risk. As yet there exists no conclusive proof, through well documented research that bladed boots present any greater risk than traditional studded versions, providing that adequate care and attention is given to their maintenance.
- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

Pupils should know that:

- Clothing used for PE and school sport should be suitable for the activity and designed with safe participation in mind
- Personal items of physical education and sports clothing should be kept clean and serviceable
- Physical education and sports footwear should be regularly checked and well maintained, this is particularly applicable to studded and bladed football boots
- Jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.

Equipment and Resources

The majority of PE equipment is stored in the PE cupboard in the hall, with the exception of larger gymnastics equipment, which is kept in the hall. All equipment is kept organised and is controlled by the PE coordinator. 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:

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

All other resources are located in the staff room or with the PE coordinator.

Policy Review and Update

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