

At Parrett and Axe Primary School we aim to create a broad and stimulating P.E. curriculum, which covers all the areas of activity outlined in the National Curriculum. Through our P.E. programmes of study children are given the opportunity to refine and develop a range of skills which will enable them to take part successfully in many activities. Using a range of teaching styles, including the deployment of sport specific coaches and outdoor education tutors, we try to motivate the pupils, develop their skills, knowledge and understanding and give them opportunities to be involved in planning and evaluating as well as encouraging quality performance.

P.E. provides opportunities for regular and vigorous activity and we aim to make sure that the children take part in P.E. for at least 2 hours a week. It is part of the programme to ensure that children understand how exercise affects their bodies and why it is important to be active as part of a healthy lifestyle. In support of this philosophy we encourage maximum participation, promote high activity lessons and offer a wide range of extra-curricular opportunities (see Appendix 1). This will generate a positive attitude towards living an active and healthy life encompassing the 'Every Child Matters' outcomes.

We believe that P.E. provides opportunities to experience the benefits of co-operation with, and competition against, peers in a controlled environment. Children are encouraged to be supportive of one another and tolerant of differences in capability. They are also taught to be proud of their achievements and have confidence in their ability to make progress.

### **Aims**

- To enable every child to develop their potential physical skills by taking part effectively in a variety of activities
- To promote fitness and a healthy development in the growing child acting as a springboard for a healthy adult lifestyle
- To encourage the development of co-operative and interactive skills
- To ensure that children, where appropriate, are given the opportunity to make their own decisions in a P.E. context so helping them to become more independent learners
- To help children develop their observation skills in order to make constructive, informed comments both on their own work and the work of others
- To help children develop an awareness of and respect for safe practice in all aspects of P.E.
- To help children develop positive attitudes by encouraging good sporting behaviour, tolerance of others and modest pride in their achievements
- To establish cross curricular links where appropriate

### **Equal Opportunities**

Parrett and Axe C.E.V.A. Primary School is committed to Equal Opportunities. We aim to ensure that all children, regardless of gender, ability and culture receive appropriate opportunities and experiences throughout the P.E. programme.

### **Teaching and Learning**

Our P.E. lessons commence with warm up and stretch activities and conclude with a cool down. They contain a balance of skills attainment, practice and performance. Lessons are differentiated requiring that the tasks set by the teacher challenge all members of the class to perform at their optimum level. This is achieved in a number of different ways.

Some tasks are 'self-differentiated.' For instance, throwing and catching a ball as many times as possible with a partner in 30 seconds.

Alternatively the task itself is differentiated. For example by;

\* Increasing or decreasing the playing area size.

\* Using left and right sides of the body e.g. performing a cartwheel to both sides.

(See Appendix 2 for more on differentiation)

### **P.E. lesson procedures**

In order to ensure standard procedures throughout the school each class has established the relevant routines from this list.

#### **1. Changing**

All changing should be supervised with regard to health and safety issues. Foundation Stage and Key Stage One children will all change together in their own classrooms leaving their clothes tidily.

Key Stage Two will whenever possible ensure that boys and girls change in separate classrooms.

#### **2. Kit**

For indoor activities children are expected to wear a school tee shirt and black or white shorts and go barefoot or in plimsolls. For outdoor activities children need an appropriate change of clothing including spare socks and a pair of trainers. In cold weather children may wear additional suitable clothing e.g. school tracksuits. In very hot weather school caps are strongly encouraged. At Key Stage Two it is strongly recommended that children have a pair of studded boots and shin pads for football and tag rugby lessons. The school can loan boots out to individuals if necessary.

If children forget their kit they should still take part by borrowing school spares. If a child regularly forgets their kit, parents will be contacted.

Teachers are encouraged to set a good example by wearing appropriate footwear and removing any dangerous jewellery.

#### **3. Jewellery**

All jewellery should be removed or taped. All watches should be removed for P.E. and kept in the pupils own drawer.

#### **4. Hair**

All hair long enough to cover the face should be securely tied back with soft fastenings.

#### **5. Mud**

To avoid bringing mud into school at the end of sessions on the field, pupils should remove footwear and bang the mud off away from the main building. Staff

responsible should then nominate a pupil to sweep that area of mud back onto the grass.

### **Minor medical conditions**

**Athletes Foot** – this is highly infectious and children must not be allowed to work barefoot or borrow footwear.

**Veruccas** – these are not very infectious but it is best to keep them covered. Indoors, children can still work barefoot if a strip of tape is used to cover the infected area.

**Asthma** – at Key Stage 1 named inhalers are the responsibility of the class teacher. At Key Stage 2 pupils are required to be responsible for their own use of inhalers. Pupils should keep inhalers easily accessible for all P.E and are encouraged, if they feel it necessary, to use inhalers before strenuous physical activity.

### **Inclusion**

We recognise that for some children, help to access the curriculum may be needed because of physical, intellectual or emotional needs. Where necessary the children will be supported to ensure that they all experience the richness and breadth of a full curriculum.

### **Gifted and Talented**

Gifted and talented children are identified through PE lessons, sports coaches or school – club links. The aim is for the progress of these children to be tracked across all Key Stages. This has been achieved thanks to the co-operation of the Primary Link Teachers and School Sports Co-ordinators in the Beaminster Pyramid.

### **Non-Participants**

Children unable to take part actively for medical reasons should still be involved in a P.E. activity: observing work, researching relevant information, scoring/assisting or suggesting/recording ideas.

### **Resources**

PE equipment is kept locked in the outdoor P.E. pavilion. Access to this equipment is restricted to nominated pupil monitors and members of staff.

Small equipment should be counted out and counted back by the teacher to minimise losses. Any losses or breakages should be reported to the P.E. co-ordinator as soon as possible. Equipment should be returned to its rightful place. It is the responsibility of the member of staff to supervise children putting equipment away to make sure they are doing so properly and safely. When carrying heavy equipment children should be taught how to lift, carry and lower safely. Children should be encouraged to use equipment carefully at all times.

### **Health and Safety Issues**

It is the responsibility of the class teacher to ensure that the work area is as safe as possible. We should ensure that there are no obvious obstructions or sharp objects on the floor, and if outside that the surface area is not dangerously slippery. It is important that the class are all able to hear their teacher's voice at all times so noise levels need to be low enough to allow this. Calling out is strongly discouraged. Only on task talk is allowed. When working outdoors a definite working area should be established so that children do not move too far away.

### **Assessment and Recording**

Pupils' achievement will be assessed throughout each unit of work using assessment for learning methods as well as through core tasks similar to those outlined for each unit of work in the QCA scheme. These contextual core tasks will allow teachers to compare pupils against the attainment target and expected outcomes.

Pupils' progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. Progress is reported to parents in an annual written report.

*It is our future intention that pupils will also record their achievements through their own pupil diaries. Each unit of work will allow them to assess their own progress against set criteria based on the learning intentions and expectations of the unit*

### **The Role of the Co-ordinator**

- To update the policy document and contribute, where appropriate, to the School Development Plan
- To facilitate staff training and update staff on relevant P.E. issues
- To monitor the subject by lesson observations, scrutinising plans and holding pupil interviews
- Managing the subject budget
- To maintain high standards of sport

### **The West Dorset Schools Sports Partnership**

Parrett and Axe Primary School is proud to be a member of this Partnership and of the Beaminster Pyramid. We communicate regularly with all of our local schools to share skills and experiences in order to provide more varied opportunities for our pupils and to access professional development for all staff. We also hold a range of tournaments that encourage friendly competition.

## **Appendices**

1. The extra-curriculum opportunities list.
2. Additional information on differentiation.
3. Assessment sheets linked to core tasks.

### **Appendix 1**

#### **Out of School Hours Learning (OSHL):**

We aim to provide information and opportunities for children to participate in physical activity and competition outside the curriculum. This is achieved through tournaments and festivals, outside coaches, local community club links and school clubs. The school offers a wide range of activities through the school year including;

Football  
Tag Rugby  
Tennis  
Netball  
Swimming  
Cricket  
Skipping  
Athletics  
Rounders  
Jazz Dance  
Gymnastics  
Unihoc  
Orienteering  
Power Walking

Staff will notify pupils and parents of any cancellations or rearrangement of activities if they take place after school.

### **Appendix 2**

#### **Differentiation:**

We encourage all pupils to experience success and achieve their full potential in a range of physical activities by;

a) Self-differentiated tasks.

These include activities which require the children to create their own response to a given situation; such as planning and performing a sequence of gymnastic moves to include a roll, balance and weight on hands. Well planned problem-solving activities also promote self-differentiated cerebral and physical learning opportunities.

b) Differentiating the task itself.

Introducing restrictions to tasks, games or activities e.g. the ball must be passed under head height. The ball must be kept on the ground. Providing more or less input, for instance, the degree of structure given when asking the children to choreograph a dance.

Increasing or decreasing the speed at which any task is performed e.g. asking children to 'walk through' a practice before jogging and eventually running.

Breaking the skill down into its component parts e.g. catching the ball in front of the forehead in preparation for heading a football.

Appendix 3

**Physical Education Assessment KS1**

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Class: \_\_\_\_\_

Year: \_\_\_\_\_

| <b>Unit</b>      | <b>GYM</b> | <b>DANCE</b> | <b>GAMES</b> | <b>H.R.F</b> |  |  |
|------------------|------------|--------------|--------------|--------------|--|--|
| <b>Core Task</b> |            |              |              |              |  |  |
| <b>Date</b>      |            |              |              |              |  |  |
| <b>Names</b>     |            |              |              |              |  |  |
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**Physical Education Assessment KS2**

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Class: \_\_\_\_\_

Year: \_\_\_\_\_

| <b>Unit</b>          | <b>GYM</b> | <b>DANCE</b> | <b>STRIKING<br/>FIELDING</b> | <b>INVASION</b> | <b>NET/<br/>WALL</b> | <b>H.R.F.</b> | <b>ATHLETICS</b> | <b>SWIMMING</b> | <b>OUTDOOR ADVENTUROUS<br/>ACTIVITIES</b> |
|----------------------|------------|--------------|------------------------------|-----------------|----------------------|---------------|------------------|-----------------|---|
| <b>Core<br/>Task</b> |            |              |                              |                 |                      |               |                  |                 |   |
| <b>Date</b>          |            |              |                              |                 |                      |               |                  |                 |   |
| <b>Names</b>         |            |              |                              |                 |                      |               |                  |                 |   |
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# Good Practice Guidance

## Getting changed for PE and School Sport

### Additional safer working practice guidance for schools

(July 2011)

These guidelines should be read in conjunction with the school's child protection procedures, intimate care policy, staff code of conduct and guidance for safer working practice. They have been developed by Safeguarding Officers in conjunction with the Dorset adviser for PE, for the reasons outlined below. They are not intended to be comprehensive guidelines about safer practice in PE and Sport.

#### **1. Rationale**

- 1.1 It is acknowledged that the vast majority of people who work with children are safe to do so. However, in 2011 a Dorset teacher was sent to prison for child sexual abuse (not of pupils he taught) and the subsequent scrutiny of his past behaviour within school raised concern in relation to his conduct in the changing rooms. This, and similar cases in neighbouring authorities, has prompted the consideration of the need for additional clear local guidance. It is recommended that Headteachers should review changing arrangements, particularly where they pre-date their own arrival in the school and/or take place on another site. This might include visiting the off-site venue as part of the review.



- 1.2 Being in a state of undress can cause some children to feel vulnerable, particularly those who have experienced abuse, and cause them to misunderstand or misinterpret the actions of an adult.
- 1.3 Changing for PE can cause anxiety for some pupils, can influence their perception of the subject and determine whether it is an enjoyable and positive experience. The concern caused by changing can influence a pupil's participation and lead to a variety of avoidance strategies.
- 1.4 For staff there can be confusion and/or worry about supervision and how it accords with safer working practice. There can be a tension between the need to ensure that bullying or teasing does not occur and the risk of being accused of acting inappropriately or even being perceived as someone who might pose a sexual risk to children.

## **2. Principles**

- 2.1 Adults must always change or shower privately; never in the same space as children.
- 2.2 It is recommended practice that pupils should change for PE, particularly when the exertion rate will necessitate a change of clothing for reasons of hygiene.
- 2.3 Schools should make adequate and sensitive arrangements for changing which take into account the needs of pupils from different religious and cultural backgrounds.
- 2.4 All pupils should be treated fairly and with respect for their privacy and dignity.
- 2.5 Wherever possible designated single sex changing rooms or areas should be used. If this is not possible and boys and girls change together, in a classroom for example, consideration can be given to utilising furniture or screens to provide discrete areas. Also consider covering windows if practicable. Governing bodies should be aware of and approve such arrangements.

- 2.6 Mixed gender changing areas clearly become less appropriate as children get older and staff need to have due regard for those who mature at a much earlier or later age than their peers. Ideally, boys and girls should change separately after they reach Year 2.
- 2.7 Parents should be aware of arrangements, particularly in situations where designated changing rooms are not available.
- 2.8 Pupils who express disquiet or concern about the behaviour of a member of staff should be listened to and appropriate enquiries conducted by the Headteacher.
- 2.9 Allegations about a member of staff, from any source, must be reported promptly to the Headteacher, who will act in accordance with the school's procedures.

### **3. Should the member of staff remain in the changing room?**

- 3.1 This judgement will be based on the age and developmental needs of the pupils but there should not be an assumption that adults need to remain in the room in order to maintain good behaviour. This can also be achieved by being in close proximity and pupils being aware of it. They should also know that adults will enter the room if necessary - in response to a disturbance, for example.
- 3.2 It is often possible to leave the door of designated changing rooms slightly ajar; their layout makes it unlikely that the occupants can be seen in this way.
- 3.3 If there is a need for adults to enter the room it is recommended they should alert pupils to this by announcing it to give them the opportunity to cover up if they want to.
- 3.4 All adults, but particularly those of the opposite sex, should avoid just standing in the changing room watching pupils, or repeatedly going in and out without good reason.

- 3.5 A code of behaviour should be established with all pupils so they are clear about expectations about their conduct whilst they are unsupervised.

**4) What if pupils need assistance with getting changed?**

- 4.1 Refer to the Intimate Care Policy for assisting children who are disabled or require additional support.
- 4.2 Pupils of all ages should be encouraged to be as independent as possible; adults should consider prompting and giving verbal help/encouragement before they offer assistance.
- 4.3 Adults should be especially vigilant when helping children with underclothes, tights and swimming costumes.
- 4.4 Assistance should take place openly, not out of sight of others.
- 4.5 It should be undertaken to meet the pupil's needs, not the adult's.

**5) What about when off-site changing rooms are used, such as at a public swimming pool?**

- 5.1 The principles detailed above still apply.
- 5.2 It is not appropriate for school swimmers to share changing facilities with members of the public (unless this is part of a special school programme of community integration which has been carefully risk assessed). If school sessions precede or are followed by public sessions, enough time should be booked either side of the swimming session to allow pupils to get showered and changed.
- 5.3 As far as possible, members of staff should supervise or assist pupils of the same sex.

- 5.4 If changing areas are shared with pupils from another school, particularly those who are older/younger, adults from both/all schools should take this into consideration and properly risk assess together.

**Further guidance on safer practice in PE and sport:**

NSPCC Child Protection in Sport Unit

[www.nspcc.org.uk/Inform/cpsu/cpsu\\_wda57648.html](http://www.nspcc.org.uk/Inform/cpsu/cpsu_wda57648.html)

Association for Physical Education

[www.afpe.org.uk](http://www.afpe.org.uk)

Active Dorset – County Sports and Physical Activity Partnership

[www.activedorset.org](http://www.activedorset.org)

British Association of Advisers and Lecturers in Physical Education (BAALPE) publication: *Safe Practice in Physical Education and School Sport*, 2004.