



Policy for Physical Education at Rudyard Kipling Primary School

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POLICY FOR PHYSICAL EDUCATION

At Rudyard Kipling Primary School, we aim to promote the enjoyment and importance of physical education in order to encourage and develop the whole child.

We believe it is vital that **ALL** pupils are given equal opportunities to access a broad, balanced curriculum, encompassing a wide variety of physical activities, therefore enabling all pupils to achieve their full potential through the development of their physical competence and confidence. At Rudyard Kipling, we believe physical education is a crucial and important avenue for raising self-esteem and well-being through participation, success and enjoyment.

Aims and Objectives

- To improve fitness, strength, mobility and endurance through stimulating and rigorous physical activity.
- To develop competence in manipulative skills through a range of games.
- To develop balance and co-ordination through body centred activities and games.
- To develop an aesthetic awareness and an appreciation of the quality of movement through participation and observation.
- To develop positive attitudes and social competence in a variety of situations.
- To increase the ability to make decisions, solve problems and take initiatives through varied educational challenges

Physical education is central to whole child development, therefore contributing indirectly to all other areas of the curriculum. At Rudyard Kipling, we will develop every pupil's physical, spiritual, moral, social, cultural and intellectual skills.

We will: -

1 promote physical activity and healthy lifestyles by teaching pupils:

- a) to be active through regular cardio-vascular work and with an emphasis placed on personal progress and individual challenges.
- b) correct posture and appropriate use of their body.
- c) to participate in activities which develop balance, co-ordination, flexibility, strength, stamina and self expression with a built in factor of improvement and refinement, thus creating a movement memory.
- d) the importance of personal hygiene.
- e) alongside other agencies and providers eg. Aitc, Health department, Active Sussex.

2 develop positive attitudes by teaching pupils:

- a) to observe the conventions of fair play and good sporting behaviour as individuals, team-members and spectators, co-operating with and considering others (WWO).
- b) to cope both with success and limitations in performance and increase self-confidence and self motivation.
- c) to work consistently to the best of their ability and always look for improvements.
- d) to be mindful of others and their environment.
- e) to improve social, creative and physical skills.

3 ensure safe practice by teaching pupils:

- a) the importance of appropriate rules and safety procedures for all activities in all situations.
- b) the importance of wearing appropriate clothing, footwear and protection of different activities.
- c) how to lift, carry, place and use equipment safely.
- d) the importance of warming up and cooling down before and after physical exertion.

To enable all children and young people to fulfil their physical potential by:

Ensuring that the provision is challenging and appropriate and that support mechanisms are in place to allow all children and young people to reach their full potential.

Increasing the provision and the range of opportunities available for high quality PE and sport; within the curriculum and out of school hours and sustaining this level of opportunity.

Improving the levels of progress in PE for all children and young people and the opportunities available.

Ensuring that provision is fully inclusive, engaging, innovative, inspiring and specifically tailored to meet future aspirations.

Provision

Appropriate Kit

Pupils will be expected to take a full part in Physical Education, including cardio-vascular activity, unless a note is forthcoming from an appropriate adult concerning medical reasons. Children will need shorts/leggings/tracksuit trousers, t-shirt and suitable footwear for P.E. sessions.

Rudyard Kipling PE shirts are available from the school office. Children who do not have their kit will borrow suitable kit from school or be given suitable work related to PE lessons and do it in the hall or on the field. A note will be sent home to remind parents of the need for kit (see Appendix 1). We recognise that some pupils may not be provided suitable kit at home and these pupils are provided with kit by the school.

**Staff need to set a good example and may need to demonstrate skills. They also should be dressed appropriately for PE, especially footwear.*

Changing

Children in KS1 will change in their classrooms and will be supervised by the Teacher/TA. Upper KS2 pupils will be separated so boys change in the corridor and girls change in the classroom. Teachers in Years 3 and 4 will decide whether they take the KS1 approach or the Upper KS2 approach. Children who do not feel comfortable changing in front of others or who do not specify with the above genders will be given an opportunity to change where they feel more comfortable.

SEN Pupils

All children will be given equal access to the curriculum by:

- a) Use of additional teaching assistants where appropriate.
- b) Use of differentiated tasks to accurately address individual children's needs.
- c) Regularly reviewed risk assessments where appropriate for key pupils.
- d) Use of Makaton signs and symbols.
- e) Use of adapted and suitable equipment.

Religious and Ethnic awareness

Staff are aware that pupils from some backgrounds may need to adapt their participation or clothing (ensuring that health & safety is not compromised) due to their religious or ethnic background. Staff are also aware that during Ramadan some pupils may not be consuming even water during daylight hours. Suitable arrangements will be made for these children.

Gifted & Talented

At Rudyard Kipling we know that many pupils may demonstrate they are talented with regards to PE. We strive to ensure that these pupils are recognised and then given maximum opportunities to develop these skills. We do this by:

- Differentiating the lesson and tasks.
- Provision of out of hours learning.
- Early identification of such pupils and ensuring they appear on distinct G & T register, specifically for PE. This is updated on a termly basis.
- Having strong links with clubs around the local area and encouraging them to join these.
- Participation in local competitions.
- Regular celebration of success.

Time Allocation

Nursery sessions will be of 25/30 minutes duration and children will only be required to take off jumpers, shoes and socks and work in bare feet. Each session will comprise of a 5 minute cardiovascular warm-up at the beginning and cool down at the end with a longer work and development session centrally.

Reception – Year 6

All year groups have two one hour lessons each week which always involve a cardiovascular warm up suitable for the activity and a cool down involving gently stretching at the end.

Children will work in shorts/leggings/tracksuit trousers and t-shirt/jumper with bare feet if indoors, with trainers/plimsolls if outside.

Hall, playground and field times are allocated to classes for the whole year. In the event of bad weather outdoor lessons may need to be adapted to indoor use.

Wet Weather Policy

The weather is capable of disrupting the planned curriculum and the activities are not always suitable or easily adaptable for indoor use. This policy reflects our school circumstances. The PE curriculum is planned with the seasons in mind so that during the winter most lessons will be taught inside.

Outdoor lessons will have to be abandoned;

- If there is a potential risk to children's safety, if the surfaces on the playground or field are too slippery or if the children do not have the appropriate kit for the activity.
- If the teacher thinks the weather will have a detrimental effect on teaching and learning.
- When the health of either party may be at risk.

As far as is possible the activity done inside should reflect the timetables activity using small sided games or skills based sessions. Alternative activities will be as physical as possible for all of the children and will be adapted to suit the indoor space.

If the inclement weather persists suitable indoor blocks will be changed until it is possible to continue outside.

Aspects of Physical Education

Physical progress has cross-curricular links throughout the whole curriculum and wherever possible these links are used within lessons and units of work. The Physical Education aspect of the curriculum has been designed to give each child the opportunity to improve:

- a) Physical capability and co-operation through TEAM GAMES and OAA ACTIVITIES, in Key Stage 1 and Key Stage 2, skills that we feel are very important for the children.
- b) Movement finesse and co-ordination, along with building a movement memory through GYMNASTICS. Apparatus used in a variety of ways appropriate to age and children will be instructed in the safe ways of moving equipment (PSHE – partner/group work, language/discussion).
- c) Personal movement and interpretation skills through DANCE using music with given themes, progressing to personal interpretation of a piece of music by the end of Key Stage 1. (PSHE - partner/group work, language/discussion, music/rhythm).
- d) Their own performances in running, jumping and throwing activities, increasing both stamina and skills through ATHLETIC ACTIVITIES (PSHE – partner as timer), Maths – how fast in relation to partner’s activity, timing, recording of results).
- e) The ability to send and receive in a variety of ways with increasing accuracy and create rules through NET AND WALL GAMES / INVASION GAMES thus being able to participate as a team member (PSHE – co-operation, Language – discussions / rules / agreements)
- f) The accuracy of sending and returning using more tactical systems and developing an understanding of differing rules through STRIKING AND FIELDING GAMES / INVASION GAMES AND NET AND WALL GAMES (PSHE – social, maths, language).
- g) Water confidence, self-confidence, water safety and stamina through SWIMMING. Throughout the year, each Year group in 3 and 4, 5 and 6 has the option of swimming, at the local secondary school’s pool, for a half-termly block (6 weeks x 2 in total). When children swim, this is classed as an additional Physical Education sessions, thus adding to the time allocation.
- h) Co-operation, problem solving and simple map reading skills through OUTDOOR ADVENTURE ACTIVITIES, in Key Stage 2 (Geography, PSHE).

Assessment, Recording and Reporting

This will as far as is possible in line with other curriculum subjects.

- Focus children will be tracked through key stages,
- Pupil interviews will be carried out with a range of children from different year and ability groups throughout the year.
- A one page assessment document will be completed throughout the year for each child. It will allow the Teacher to comment on the skill acquisition of the child.
- Reports will be given/delivered to SLT and governors on request.

Subject Evaluation and Development

As part of the subject evaluation staff will register and apply to The School Games and The Youth Sport Trust to document the quality and range of PE being delivered in school.

Other National Governing Bodies will be used as appropriate to demonstrate and extend the PE curriculum at Rudyard Kipling.

Staff training will be from Rudyard Kipling local work with The School Games and other professionals within the cluster and city as appropriate.

ORGANISATION**PE Units of Work Curriculum Overview**
Usual curriculum map (pre and post COVID)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Introduction	Action Songs Games Using Equipment	Gymnastics – climbing and balancing	Fitness FMS Ball Skills	Multi Skill Athletics	Multi Skill Athletics
Reception	Introduction Ball skills	Action Songs Games Using Equipment	Basketball Multi Skills	Fitness FMS Ball Skills	Multi Skill Athletics	Multi Skill Athletics Games
Year 1	OAA Football Tag Rugby	Gymnastics Dance	Basketball Uni Hoc	Fitness Netball Volleyball	Athletics Tennis	Athletics Striking & Fielding
Year 2	OAA Football Tag Rugby	Gymnastics Dance	Basketball Uni Hoc	Fitness Netball Volleyball	Athletics Tennis	Athletics Striking & Fielding
Year 3	OAA Football Tag Rugby	Gymnastics Dance	Basketball Quicksticks	Fitness Netball Volleyball	Athletics Tennis	OAA Athletics Striking & Fielding <u>Swimming</u>
Year 4	OAA Football Tag Rugby <u>Swimming</u>	Gymnastics Dance	Basketball Quicksticks	Fitness Netball Volleyball <u>Swimming</u>	Athletics Tennis	OAA Athletics Striking & Fielding
Year 5	OAA Football Tag Rugby	Gymnastics Dance <u>Swimming</u>	Basketball Quicksticks	Fitness Netball Volleyball	Athletics Tennis <u>Swimming</u>	OAA Athletics Striking & Fielding
Year 6	OAA Football Tag Rugby	Gymnastics Dance	Basketball Quicksticks <u>Swimming</u>	Fitness Netball Volleyball	Athletics Tennis	OAA Athletics Striking & Fielding

COVID CURRICULUM MAP

Indoor	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Multiskills activities Using different equipment such as cones, hoops, beanbags, quoits	Multiskills activities Using different equipment such as cones, hoops, beanbags, quoits	Introduction to Gymnastics	Introduction to Dance	Net & Wall games	Athletics
Year 1	Gymnastics Floor work	Dance Topic based	Gymnastics Apparatus	Dance Free choice referencing resources	Net & Wall games	Athletics
Year 2	Dance Topic based	Gymnastics Floor work	Gymnastics Apparatus	Dance Free choice referencing resources	Net & Wall games	Athletics
Year 3	Gymnastics Floor work	Dance Topic based	Gymnastics Apparatus	Dance Free choice referencing resources	Net & Wall games Tennis	Athletics
Year 4	Gymnastics Floor work	Dance Topic based	Gymnastics Apparatus	Dance Free choice referencing resources	Net & Wall games Tennis	Athletics
Year 5	Dance Topic based	Gymnastics Floor work	Gymnastics Apparatus	Dance Free choice referencing resources	Young Leadership program	OAA (Outdoor and Adventurous Team building Activities)
Year 6	Dance Topic based	Gymnastics Floor work	Gymnastics Apparatus	Dance Free choice referencing resources	Net & Wall games Volleyball	Athletics

Outdoor	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Multiskills activities Using different equipment such as cones, hoops, beanbags, quoits	Multiskills activities Using different equipment such as cones, hoops, beanbags, quoits	Introduction to games Using TOP (Top Play) cards	Introduction to games Using TOP (Top Play) cards	Striking and Fielding	Athletics
Year 1	Games Games principles using diff equipment (handling)	Games Games principles using diff equipment (handling)	Games Games principles using diff equipment (feet)	Games Games principles using diff equipment (feet)	Striking and Fielding	Athletics
Year 2	Games Using different equipment (using different balls, sticks, variety of games equipment)	Games Inventing and teaching others Creative Games making	Invasion Games Handling skills Netball, Rugby	Invasion Games Football	Striking and Fielding	Athletics
Year 3	Invasion games Football	Invasion games High 5 netball with multi-skill balls	Invasion games Hockey	Swimming	Swimming	Swimming
Year 4	Invasion games Football	Invasion games High 5 netball with multi-skill balls	Swimming	Invasion games Tag Rugby	Striking and Fielding	Athletics
Year 5	Invasion games Basketball	Invasion games High 5 netball	Invasion games Hockey	Invasion games Tag Rugby	Striking and Fielding (Cricket)	Athletics
Year 6	Invasion games Hockey	Invasion games High 5 netball	Invasion games Hockey	Invasion games Tag Rugby	Striking and Fielding (Cricket)	Athletics
DSP Events	Girls Football	Netball	Quicksticks Hockey Indoor Athletics	Mini Mile	Cricket Tennis Competition	Volleyball, Football and Rugby – Yellow Wave

KS1	Dance 1	Dance 2	Games 1	Games 2	Gym 1	Gym 2	Net/Wall 1	Athletics 1
Acquiring and developing	respond to different stimuli with a range of actions	choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities	move fluently, changing direction and speed easily and avoiding collisions	choose and use tactics to suit different situations	perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required	to remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	perform the basic skills needed for the games with control and consistency	demonstrate the five basic jumps on their own, eg a series of hops, and in combination, eg hop, one-two, two-two, showing control at take-off and landing
	copy and explore basic body actions demonstrated by the teacher	remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness	show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking	react to situations in a way that helps their partners and makes it difficult for their opponents	manage the space safely, showing good awareness of each other, mats and apparatus		keep a game going using a range of different ways of throwing	run continuously for about one minute and, when required, show the difference between running at speed and jogging
	copy simple movement patterns from each other and explore the movement	perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings	understand the concept of tracking, and get in line with the ball to receive it	know how to score and keep the rules of the games			vary the speed and direction of the ball	throw with increasing accuracy and coordination into targets set at different distances
		show some sensitivity to the accompaniment					play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots	demonstrate a range of throwing actions using a variety of games equipment
applying skills, tactics and	choose movements to make into their own phrases with beginnings, middles and ends	talk about different stimuli as the starting point for creating dance phrases	understand the concepts of aiming, hitting into space, and taking the ball to	choose and use tactics to suit different situations	make up and perform simple movement phrases in response to	to choose, use and vary simple compositional ideas in the sequences they	choose good places to stand when receiving, and give reasons for their choice	use different techniques, speeds and effort to meet challenges set for

		and short dances	a good position for aiming		simple tasks	create and perform		running, jumping and throwing
	practise and repeat their movement phrases and perform them in a controlled way	explore actions in response to stimuli	use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions	react to situations in a way that helps their partners and makes it difficult for their opponents	link and repeat basic gymnastic actions		try to make things difficult for their opponent by directing the ball to space, at different speeds and heights	
		explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements	recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents	know how to score and keep the rules of the games	perform movement phrases with control and accuracy		use the rules and keep games going without disputes	
Knowledge and understanding of fitness and health	know where their heart is and understand why it beats faster when exercising	now how their bodies feel after dance activities	describe what it feels like when they breathe faster during exercise	understand and describe changes to their heart rate when playing different games	know when their body is active and talk about the difference between tension and relaxation	to recognise and describe what their bodies feel like during different types of activity		describe what happens to their heart, breathing and temperature during different types of athletic activity
		know that they need to warm up and cool down for dance	explain why running and playing games is good for them	begin to anticipate what they will feel like after playing games	carry and place appropriate apparatus safely, with guidance	to lift, move and place equipment safely		
Evaluating and improving performance	use simple dance vocabulary to describe movement	describe dance phrases and expressive qualities	watch others' movements carefully	watch and describe performances accurately	watch and describe accurately a short sequence of basic gymnastic actions, using appropriate	to improve their work using information they have gained by watching, listening and investigating		identify and describe different running, jumping and throwing actions

					language			
	talk about dance, linking movement to moods, ideas and feelings	say what they like and dislike, giving reasons	describe what they have done or seen others doing	recognise what is successful	copy a partner's sequence of movement	describe what is successful in their own and others' play		explain what is successful and what they have to do to perform better
		show an understanding of mood and describe how a dance makes them feel	copy what they see and say why it is good	copy actions and ideas, and use the information they collect to improve their skills		identify aspects of their game that need improving, and say how and where they could go about improving them		

KS2	Dance 3	Dance 4	Dance 5	Dance 6	Dance LINK
Acquiring and developing	show an imaginative response to different stimuli through their use of language and choice of movement	think about character and narrative ideas created by the stimulus, and respond through movement	explore, improvise and choose appropriate material to create new motifs in a chosen dance style	respond to a range of stimuli, improvising freely using a range of controlled movements and patterns	perform dance steps and action patterns in response to a range of dance styles
	incorporate different qualities and dynamics into their movement	experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	perform specific skills and movement patterns for different dance styles with accuracy	explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship	show an awareness of the music's rhythm and phrasing when improvising
	explore and develop new actions while working with a partner or a small group				perform movement patterns effectively with a partner
Selecting and applying skills, tactics and compositional ideas	link actions to make dance phrases, working with a partner and in a small group	use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer	compose, develop and adapt motifs to make dance phrases and use these in longer dances	select and use a range of compositional ideas to create motifs that demonstrate their dance idea	create motifs that show a dance idea
	perform short dances with expression, showing an awareness of others when	remember, practise and combine longer, more complex dance phrases		perform with clarity and sensitivity to an accompaniment,	choose and develop material to create dances

Knowledge and understanding of fitness and health	moving			communicating a dance idea on their own, with a partner and in a group	
	describe what makes a good dance phrase	communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others			understand the patterns and forms in specific dance styles
					perform with sensitivity to the accompaniment, showing awareness of style
Knowledge and understanding of fitness and health	in simple language, explain why they need to warm up and cool down	show understanding of warming up and cooling down, and choose appropriate activities to do on their own	warm up and cool down independently	describe how dance contributes to fitness and wellbeing	understand the importance of warming up and cooling down
	sustain their effort in their dances		use exercises that stretch and tone their bodies and help them prepare for their dance	identify what types of exercise they need to do to help their dancing	recognise that different dance activities make different demands on the body in terms of strength, suppleness and stamina
Evaluating and improving performance	use a range of expressive language to describe dance	describe and interpret dance movements using appropriate vocabulary	use appropriate dance terminology to identify and describe different styles in their own and others' dances	use appropriate language and terminology to describe, interpret and evaluate their own and others' work	use appropriate language to describe, interpret and evaluate their own and others' work
	recognise unison and canon and suggest improvements	suggest how dances and performances can be improved, so that they communicate more effectively	talk about the relationship between the dance and its accompaniment	comment on what works well and explain why	describe the basic characteristics of dance styles and show an understanding of their social, historical and cultural contexts
			suggest ways to develop their technique and composition	recognise how costume, music and set can help to improve a dance performance	suggest ideas to improve technique and composition

KS2	Gym 3	Gym 4	Gym 5	Gym 6	Gym LINK
Acquiring and developing	explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel	perform a range of actions and agilities with consistency, fluency and clarity of movement	perform combinations of actions and agilities that show clear differences between levels, speeds and directions	perform fluently and with control, even when performing difficult combinations	perform single actions and balances with control, showing tension and extension
	practise an action or short sequence of movements, and improve the quality of the actions and transitions	make similar or contrasting shapes on the floor and apparatus, working with a partner	perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension	work well with a partner or a small group to practise and refine their work	move into and out of these actions and balances fluently, showing good weight transfer
	show control, accuracy and fluency of movement when performing actions on their own and with a partner	combine actions and maintain the quality of performance when performing at the same time as a partner			link actions and balances together and show good timing when working with others
					use a variety of ways to be inverted
Selecting and applying skills, tactics and compositional ideas	devise and perform a gymnastic sequence, showing a clear beginning, middle and end	combine actions to make sequences with changes of speed, level and direction, and clarity of shape	repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction	make up longer sequences and perform them with fluency and clarity of movement	know that changing and varying the speed, direction and level of their sequence affects the way it looks and increases its interest for the audience
	adapt a sequence to include different levels, speeds or directions	gradually increase the length of sequences	adapt sequences to include a partner or a small group	vary direction, levels and pathways, to improve the look of a sequence	use some of these ideas when designing and performing their sequences
	work well on their own and contribute to pair sequences	work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement		use planned variations and contrasts in actions and speed in their sequences	are aware of the relationship they have with their partner(s), and use different combinations of their shapes, directions they move and timing of their actions
Understanding of	understand the importance of warming up	understand that strength and suppleness are key features of gymnastic performance	take more responsibility for their own warm up	understand what it is important to include in a warm up for gymnastic activity	explain the importance of preparing the body for gymnastic activities

	identify when their body is warm and stretched ready for gymnastic activity	devise routines of stretching exercises that prepare them for their gymnastic work	know how muscles work, how to stretch, and how to carry out strengthening exercises safely	recognise that a cool down is important	explain how strength, power and flexibility are important for good-quality work and control
	understand that strength and suppleness are important parts of fitness		know why strength and suppleness are important in gymnastics	understand how gymnastic activity helps their overall health	identify the parts of the body that work hardest, and choose safe exercises to prepare these for work
				know how to improve their own health and fitness	
Evaluating and improving performance	explain the differences between two performances	make simple assessments of performance based on a criterion given by the teacher	watch and comment on the quality of movements, shapes and balances, and the way apparatus is used	watch performances and use criteria to make judgments and suggest improvements	know what to look out for when observing actions, phrases and sequences
	identify when two performances have the same elements and order, and comment on their quality	use these assessments to modify and refine their sequences and others' work	identify which aspects were performed consistently, accurately, fluently and clearly	explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances	describe what they see or do, using appropriate terminology
	understand what is involved in the process of improving a performance	offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight	suggest improvements to speed, direction and level in the composition		recognise strengths in technique and in composition
					identify these strengths to others and pick out areas that they need to improve

KS2	Invasion 2	Invasion 3	Invasion 4	Invasion LINK	Invasion Development
Acquiring and developing	choose and use tactics to suit different situations	perform skills with accuracy, confidence and control	combine and perform skills with control, adapting them to meet the needs of the situation	demonstrate and use an increasing range of skills in their practices and the games	use an increasing range of personal techniques consistently, accurately and fluently while playing small-sided games

	react to situations in a way that helps their partners and makes it difficult for their opponents	know the difference between attacking skills and defending skills	perform skills with greater speed	use these skills with confidence, control and accuracy	adapt skills to different situations	
	know how to score and keep the rules of the games			show awareness of which skills relate to different parts of a game, or to different roles in a game		
				use common skills effectively in different types of game, adapting their technique and style to suit the needs of the game		
Selecting and applying skills, tactics and compositional ideas	choose and use tactics to suit different situations	respond consistently in the games they play, choosing and using skills which meet the needs of the situation	choose when to pass or dribble, so that they keep possession and make progress towards the goal	recognise, find and use space well in the games	organise themselves as a team to attack and defend and play in different positions	
	react to situations in a way that helps their partners and makes it difficult for their opponents	choose positions in their teams and know how to help when attacking	use attacking and defending skills appropriately in games	change speed in attack and know what to do to score points in the games	select and use a range of tactics and strategies and apply them successfully in different games	
	know how to score and keep the rules of the games	find and use space to help their team	choose and use different formations to suit the needs of the game	plan as a team and organise themselves into different roles, choosing and using skills and tactics that affect the games positively	explain the similarities between the different invasion games played	
		use a variety of tactics to keep the ball, <i>eg changing speed and direction</i>		defend effectively, slowing games down and making it hard for opponents to find space		
		know and find ways to get the ball towards their opponents' goal				
		know how to mark and defend their goal(s)				
	knowledge and understanding of fitness and	understand and describe changes to their heart rate when playing different games	suggest ideas for warming up, explaining their choice	know the importance of being fit, and what types of fitness are most important for game	identify the types of fitness and preparation that are most important to the games	describe what they need to do to improve their own fitness
		begin to anticipate what they will feel like after playing	recognise exercises and activities that help strength,	understand how playing games can contribute to a healthy	recognise that speed, strength and flexibility are important in	design and carry out warm-up and cool-down routines safely

	games	speed and stamina	lifestyle	these games	and effectively
	watch and describe performances accurately			identify which parts of the body need most preparation	explain why these activities are important
	recognise what is successful				recognise and describe how games affect their health and fitness
Evaluating and improving performance	copy actions and ideas, and use the information they collect to improve their skills	look for specific things in a game and explain how well they are being done	recognise and describe the best points in an individual's and a team's performance	identify how they and others are more or less effective in different parts of the games, and use this information to decide what they need to practise	explain the range of decisions they have to make in a game
		explain why a performance is good	identify aspects of their own and others' performances that need improvement, and suggest how to improve them	analyse how to make the most of their own strengths in the games	identify their own and others' strengths and weaknesses
		recognise parts of a performance that could be improved, and identify practices that will help			implement practices to improve their performance
					identify aspects of technique that require practice and improvement
					assess and comment on the ways in which they can improve, <i>eg attack and defence tactics</i>

KS2	Net & Wall 1	Net & Wall 2	Striking & Fielding 1	Striking & Fielding 2
Acquiring and developing	perform the basic skills needed for the games with control and consistency	play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game	use a range of skills with increasing control	use different ways of bowling
	keep a game going using a range of	direct the ball reasonably well towards	strike a ball with intent and throw it	bowl underarm accurately

	different ways of throwing	their opponent's court or target area	more accurately when bowling and/or fielding	
	vary the speed and direction of the ball	show good backswing, follow through and feet positioning	intercept and stop the ball with consistency, and sometimes catch the ball	vary how they bowl
	play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots		return the ball quickly and accurately	bat effectively, using different types of shot
				field with increased accuracy
				throw overarm with accuracy and for a good distance
Selecting and applying skills, tactics and compositional ideas	choose good places to stand when receiving, and give reasons for their choice	hit the ball with purpose, varying the speed, height and direction	choose and use batting or throwing skills to make the game hard for their opponents	hit the ball from both sides of the body
	try to make things difficult for their opponent by directing the ball to space, at different speeds and heights	explain what they are trying to do and why it is a good idea	judge how far they can run to score points	direct the ball away from fielders, using different angles and speeds
	use the rules and keep games going without disputes	spot the spaces in their opponent's court and try to hit the ball towards them work well as a team to make it hard for the batter	choose where to stand as a fielder to make it hard for the batter	plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding
		position themselves well on court	are familiar with and use the rules set, and keep games going without disputes	gauge when to run after hitting the ball
				use tactics which involve bowlers and fielders working together
Knowledge and understanding of fitness and health	identify what activities and exercises they could use in a warm up	carry out warm-up activities carefully and thoroughly	know the demands that specific activities make on their bodies	make up their own warm up and explain how it is organised
	recognise what happens to their bodies when playing the games	give good explanations of how warm-up activities affect the body	know the importance of warming up	know the importance of particular types of fitness to the game
	know why warming up is important	know why warming up is important to help them play better		
		know the types of exercise they should concentrate on, <i>eg speed and flexibility</i>		
Evaluating and improving performance	describe what is successful in their own and others' play	know what they are successful at and what they need to practise more	describe what is successful in their own and others' play	recognise their own and others' strengths
	identify aspects of their game that need improving, and say how and where they could go about improving them	try things out and ask for help to perform better	identify parts of their performance that need improvement, and suggest how to achieve this	identify what they need to improve in their performance and suggest how they could do this

		work well with others, adapting their play to suit their own and others' strengths		
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KS2	Athletics 1	Athletics 2	Athletics 3
Acquiring and developing	demonstrate the five basic jumps on their own, <i>eg a series of hops</i> , and in combination, <i>eg hop, one-two, two-two</i> , showing control at take-off and landing	run consistently and smoothly at different speeds	sustain their pace over longer distances, <i>eg sprint for seven seconds, run for one or two minutes</i>
	run continuously for about one minute and, when required, show the difference between running at speed and jogging	demonstrate different combinations of jumps, showing control, coordination and consistency	throw with greater control, accuracy and efficiency
	throw with increasing accuracy and coordination into targets set at different distances	throw a range of implements into a target area with consistency and accuracy	perform a range of jumps showing power, control and consistency at both take-off and landing
	demonstrate a range of throwing actions using a variety of games equipment		
Selecting and applying skills, tactics and compositional ideas	use different techniques, speeds and effort to meet challenges set for running, jumping and throwing	recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment	organise themselves in small groups safely, and take turns and different roles
		pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action	know and understand the basic principles of relay take-overs
			take part well in a relay event
Knowledge and understanding of fitness and health	describe what happens to their heart, breathing and temperature during different types of athletic activity	identify and record when their body is cool, warm and hot	perform a range of warm-up activities
		recognise and record that their body works differently in different types of challenge and event	explain how warming up can affect their performance
		carry out stretching and warm-up activities safely	say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity
Evaluating and improving performance	identify and describe different running, jumping and throwing actions	watch and describe specific aspects of running, jumping and throwing styles	watch a partner's athletic performance and identify the main strengths
	explain what is successful and what they have to do to perform better	suggest, with guidance, a target for improving distance or height	identify parts of the performance that need to be practised and refined, and suggest improvements

KS2	OAA 1	OAA 2	OAA 3
Acquiring and developing	recognise where they are on a plan or diagram	orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses	read a variety of maps and plans accurately, recognising symbols and features
	travel successfully to and from objects and locations on the ground	use skills with control in problem-solving activities	use physical and teamwork skills well in a variety of different challenges
	recognise symbols and pictures and relate them to a diagram		
	use a range of skills to lift and carry equipment		
Selecting and applying skills, tactics and compositional ideas	understand the purpose of an activity and plan their actions so that they are successful	realise that activities need thinking through, and recognise that planning is useful	successfully apply their skills and understanding to new challenges and environment
	choose simple approaches to solve the problems they are set	choose sensible skills and approaches for the challenges set	recognise similarities between challenges and choose efficient approaches to new ones
	work cooperatively with others on tasks	meet the challenges effectively in teams	
Knowledge and understanding of fitness and health	recognise and describe the different physical demands of the tasks and challenges	identify how their bodies work in the different challenges set	understand the excitement and enjoyment of completing a challenge
	show an awareness of how to keep safe	conserve their efforts and keep their concentration during tasks	know how to prepare physically and organisationally to be safe and efficient
		prepare themselves effectively and follow safety procedures	
Evaluating and improving performance	describe their own and others' roles in activities	learn from watching others and use what they have seen to improve their own performance	are clear about what they have to achieve and recognise the importance of planning and thinking as they go
	identify what was completed well and what different approaches could have been used	use the repeated trials, courses and challenges to develop and change the approaches they use	identify what they have done well and adapt plans to be more efficient when facing similar challenges
	work cooperatively with others		

KS2	Swimming 1	Swimming 2
Acquiring and developing	enter the water carefully, as taught	swim on their front and back, using arm and leg actions together with smooth coordination
	move around and across the pool, <i>eg walking, running, hopping</i> , with swimming aids and support	control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke

Selecting and applying skills, tactics and compositional ideas	move on and below the surface, showing confidence and enjoyment in the water	use personal survival techniques, including floating, sculling and surface diving
	begin to swim short distances of between 5 and 20 metres, using aids and later without them	swim for more than 45 seconds and further than 50 metres
	talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land	use a variety of strokes and personal survival skills to suit the needs of a task
	use different arm and leg actions to propel themselves through the water, at first upright and then horizontal, using swimming aids and support	plan how to meet set challenges on their own and in groups
	gradually coordinate these actions, so that they remain balanced and in control of their bodies	recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully
Knowledge and understanding of fitness and health	stretch out and keep afloat on the surface, using a number of body shapes	
	describe how the temperature of the water affects their bodies	describe why swimming helps them to be fit and healthy
	explain what they do to feel warmer in the water	explain why their body reacts differently to swimming different distances and times
	know and explain the rules and routines that keep them safe near water	describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming
Evaluating and improving performance	take care of themselves and are aware of others in and around the swimming pool	
	use actions and words to explain what they and others do in the pool	use a range of language to describe what they see and give concise explanations of what they do well
	copy and describe what they see in short demonstrations	identify aspects of their work that need improvement and suggest ways to practise
		realise that smooth swimming demands concentration and good control of arms, legs and breathing

Health & Safety

The school has a responsibility for the safety of children in its care and all staff adhere to the safety guidelines set down in our risk assessments and general LA guidelines. The following points are also adhered to:

- Staff will ensure that they are able to see ALL children in their class at all times during any Physical Education session.
- If a child has to be sent in for 1st Aid, another child (of suitable age) or member of staff accompanies them.
- Children also have a responsibility to follow the safety guidelines and are informed of safety procedures and rules which staff repeat and demonstrate regularly.
- A safety sheet is included in this policy (see Appendix 2). Children are taught the correct way to move apparatus for the gymnastics sessions as part of their teaching time.
- Staff will work on Physical Education outside, weather permitting, at all times of the year and encourage the use of sun hats when necessary. Weather conditions will be taken into account.
- Pupils always have access to water in PE lessons and are encouraged to bring their own water bottles.
- Key pupils may require a risk assessment due to EBSD issues and are often supported by an additional TA or Inclusion mentor.
- Jewellery and earrings should not be worn for PE under any circumstances. If for any reason a child is unable to take earrings out they must be taped over.

Cross Curricular Links

We know how strongly linked PE is to Citizenship, PSHE and WWO and we strive to ensure that we make the most of these links. We do so in the following ways:

- We make constant links to the SEAL curriculum (in particular the unit Getting on & Falling Out).
- Referral to Peaceful problem solving skills and Bubble Time where necessary.
- The first 2 weeks of the school year are always focused on problem solving games and teamwork to bond the year group and develop social skills.
- We make constant links to WWO skills and vocabulary.
- Each year Year 6 pupils have the opportunity to apply for the position of Sports Captains and Vice Sports Captains. They have to write a letter of application and duties include being a role model, assisting with activities, setting out equipment and representing the school. All Year 6 children undertake the Young Leaders Programme which culminates in a Sports Festival for KS1 children. Year 5 children all train as young leaders and deliver a programme to KS1 children in the summer term.

Out of Hours Provision

The PE department provide a range of clubs and events throughout the year to pupils across KS1 and KS2. These include basketball, football, games, cricket, dance and martial arts.

Parent & Community Links

The PE department link with the community in the following ways:

- Working with the local school sports co-ordinator.
- Taking part in the local annual Let's Dance Festival.
- Playing matches and tournaments against other local primary schools.
- Taking part in the local annual primary athletics competition.
- Local Yr10/Yr11 pupils from JSLA (Junior Sports Leadership Award/BTEC) regularly support in PE lessons, after school clubs and sports days.
- Trips to local events such as Eastbourne Tennis Championship and Twickenham.
- Regular work experience students working alongside PE staff.
- PTA regularly supports at sports days and events.
- PTA fundraise on behalf of the PE dept and donate equipment.
- Parents often support with charity events such as British Heart Foundation – Jump Rope Event.
- We have links with a number of local sports clubs and direct children to them for further training.
- We hold regular events at Rudyard Kipling for other schools to attend – Run the World, Aitc Tournaments.
- 'Make a Change' programme in conjunction with Aitc.

School Sport Premium

The School Sport Premium was initially funded for 2 academic years and then extended to 3 years and while we hope and expect the funding to continue we have based our funding on this information.

We intend to use the funding as laid out in our action plan for continued professional development of staff, updating and extending the equipment we have available and providing new and additional opportunities for the children at our school.

This will include the subsidising of a number of trips to local sports facilities and events to improve the children's experiences of PE and sport.

We continue to work with the sports development team and other professionals across the city to provide the best opportunities for the children at our school and will use the funding to enhance this.

Process of Policy writing

This policy was written with staff, parents and governors. It will be reviewed on 2 yearly basis.

Appendix 1: Letter to parents about kit

Date: _____

Dear Parent/Guardian of _____

It has come to our attention that your child has not brought in a complete PE kit and or trainers for PE for the past two lessons. We would like to remind you that it is a statutory requirement of the National Curriculum that children participate in physical education. Your child needs a t-shirt, jumper, shorts or tracksuit trousers and trainers. It is advisable to bring a water bottle as well.

As a school holding Activemark and Healthy Schools awards, we believe very strongly in an active and healthy approach to all aspects of our school life. We would just like to highlight the importance and advantages your child gains from participating in PE:

- ***Improving health*** – physical activity can help build a healthy heart, develop strong muscles and bones, reduce body fat and may help reduce the risk of some chronic diseases prevalent in later life
- ***Reducing anxiety and stress***
- ***Helping your child feel good about themselves***
- ***Improving social and moral development***
- ***Increasing opportunities for your child to mix with others and make friends***

Therefore, please ensure your child has their kit/trainers for their next PE lesson on _____.

Yours sincerely

PE Teacher

PHYSICAL EDUCATION DOCUMENT - SAFETY ASPECTS

GENERAL

1. Children need to be appropriately dressed at all times:
 - KS1 - shorts, T-shirt, bare feet for indoor lessons, trainers or plimsolls for outdoor lessons.
 - KS2 – shorts or tracksuit, T-shirt, bare feet for gymnastics sessions, trainers or plimsolls for other sessions.
 - Long hair should be tied back
 - No jewellery – only stud earrings allowed, but taped up.
 - No T-shirts hanging out
2. If the children change in the classroom, they should put their outdoor shoes back onto their bare feet to walk to and from the hall. This is for general safety or in case of fire.
3. There should be a consistent audio signal which means “STOP” in all aspects of Physical Education. The signal needs to be audio not visual so all children can respond immediately. This should be practised and consistent through all the year groups.

WHISTLE IS USED FOR THIS PURPOSE

If on apparatus, it means stop, climb off (**not jump**) from where you are and sit down on the floor.

4. Children should work quietly at all times. Quiet working makes it much easier for the children to hear the “STOP” signal.

ON APPARATUS

1. The teacher should always check large apparatus before the children start their session.
2. The children should be taught to walk around mats and apparatus at all times – never across or over to get to somewhere else.
3. The children should not get onto any piece of apparatus until told to do so.
4. The children should only jump off a piece of apparatus onto a mat.
5. The children should jump from a height no greater than themselves.
6. When working on apparatus, children should be aware of others and work accordingly and safely.
7. When putting apparatus out, the children should follow the teacher’s instructions for safe carrying and only those actively involved in moving or setting up a piece of apparatus should be moving.

Risk Assessment Form Version: 1

For further info on risk assessment see: BHCC Risk Assessment Guidance

To calculate Risk Rating (R): assess the likelihood (L) of an accident occurring against the **most likely** impact (I) the accident might have, taking into account

Task / Activity Covered by the assessment	Model risk assessment for schools during the Covid-19 pandemic – PE To be used in conjunction with school's own risk assessments and individual risk assessments for staff and pupils.			Likelihood (L)	X	Impact (I)	
				Almost Impossible	1	Insignificant (minor injury, no time off)	
Workplace	RKPS			Unlikely	2	Minor (non-permanent injury, up to 7 days off)	
Date of Assessment	8.9.2020	Date Assessment to be reviewed		Possible	3	Moderate ((injury causing more than 7 days off)	
Person Completing	NW	Manager/ Head teacher	JS	Likely	4	Major ((death or serious injury)	
Staff involved in assessment	NW, JS			Almost Certain	5	Catastrophic (multiple deaths)	
				Low =1-3	Moderate = 4-7	Significant = 8-14	High = 15-25

What are the significant, foreseeable, hazards? (the dangers that can cause harm)	Who is at Risk?	Current control measures (What is already in place/done)	Risk Rating			What additional controls can be put in place to reduce the risk further?	Revised Risk Rating			Sign as done
			L	I	R		L	I	R	

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1.	Transmission of Covid-19 through activity choice.	Staff, other adults and pupils	<ul style="list-style-type: none"> • Encourage outdoor, non-contact PE wherever possible to support physical distancing. • Avoid PE activities with a higher likelihood of injuries (and first aid requirement) and which require close physical proximity. • Schools must only provide team sports on the list provided in the Government's return to recreational team sport framework and must follow the National Governing Body's Covid-19 related guidance for the sport being delivered, based on Government team sport principles . • Inter-school PE fixtures are not currently recommended due to mixing of bubbles in close physical proximity. • Ensure the group size enables physical distancing within the group, keeping children within their 'classroom bubble', If not possible, consider creating two small groups, using another member of staff assigned to the bubble. • Pupils and staff to wash hands at the start and end of each session. • Groups of children should remain as far away as possible from other bubbles of children so they do not inadvertently mix and each can be easily distinguished. • Ensure adequate space for all activities. • Pupils should work in their own marked out zone, depending on allocated teaching space. Consider using rubber spots, individual mats, skipping ropes, chalk or hoops to delineate the space, making sure these do not present a trip hazard and are cleaned afterwards where required. • If you are in an indoor space, make sure there is plenty of ventilation by opening doors and windows. This is particularly important because of the way in which people breathe during exercise. • Set up the environment to prevent bottle necks occurring. • There should be minimal sharing of equipment or resources between bubbles with thorough cleaning between uses. 								
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2.	Transmission of Covid-19 through delivery.	Staff, other adults and pupils	<ul style="list-style-type: none"> • PE leads (and external coaches) should 'team teach' with the bubble teacher; not use equipment to demonstrate activities that is then used by the bubble; and always remain at least 2m away from the group. The class teacher should remain in overall control of the session. • Delivery to be outside, wherever possible. Where delivered indoors, ensure spaces and large and well ventilated by opening windows and doors and use spacing markers to ensure physically distancing between pupils (due to the nature of breathing when exercising). 								
3.	Transmission of Covid-19 through use of equipment	Staff, other adults and pupils	<ul style="list-style-type: none"> • Equipment not to be re-used or used by another bubble before it has been thoroughly cleaned or left unused for 48 hours (72 hours for plastic). • Ideally equipment is 'batched' to reduce multiple use by different groups/bubbles. • Hard to clean' items can be fully immersed in a suitable sterilising solution e.g. Milton and hung to dry e.g. ropes, hoops, tennis balls, fabric, sticks etc. • Limit the use of equipment such as soft play items, which cannot be cleaned easily. • Where coach is providing equipment, ensure they have a robust Covid-19 cleaning measures, before and after use. 								

4.	Adverse weather conditions for outdoor PE	Staff, other adults and pupils	<ul style="list-style-type: none"> • Check weather forecast the day before and assess weather conditions on day to decide appropriateness of planned activities outside. • Ensure appropriate clothing and provision for weather conditions e.g. sun hat, sun cream, shade and shelter, waterproof clothing, appropriate footwear and drinking water. Note: children should bring in their own drinking bottle with their name on it and care taken when refilling to avoid cross contamination. • Ideally, erect a tarp for rain/sun protection to avoid the need to go indoors during sessions. Consider physical distancing between cohorts of children where used. • Ensure space is allocated indoors for when conditions become too severe e.g. a thunder storm, and a Plan B activity arranged. 								
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5.	Transmission of Covid-19 through delivery of first aid	Staff, other adults and pupils	<ul style="list-style-type: none"> • Avoid activities that have a high chance of injury. • Follow the guidance for first aiders issued during the coronavirus outbreak (June 2020). • Ensure a trained first aider is present with own first aid kit and PPE, including gloves, mask, disposable apron and possibly eye protection), plus bag for waste. • Wherever possible, encourage self-administration of first aid, or being 'talked through' at a distance. • Ensure staff teaching outside have mobile phones to summon help quickly if required, rather than risk compromising ratios by having to go indoors. • External coaches should not deliver first aid unless the school first aider is compromised. If unavoidable, ensure they comply with Government guidance on first aid delivery. 								
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6.	Transmission through changing rooms/areas.	Staff, other adults and pupils	<ul style="list-style-type: none"> • If you are using changing rooms: <ul style="list-style-type: none"> - consider running changing in shifts to stagger numbers and enable physical distancing, while ensuring pupils can be adequately supervised. - consider marking floor to highlight physical distancing measures. - consider using spare classrooms to change, ensuring privacy and adequate supervision of pupils. - maximise ventilation. - ask pupils to hand wash before entry and after exit. - ask pupils to put clothes in labelled bags after changing and then in designated area. -implement cleaning regimes where possible between bubbles, paying attention to touch points. - encourage pupils to shower at home (scheduling PE for end of day wherever possible will reduce need to shower at school). Special arrangements may need to be put in place for disabled pupils or those with special requirements. • If the above controls for changing rooms cannot be implemented, then consider letting pupils attend school with PE kit on to limit the need to use changing rooms (with back-up clothing in case of poor weather). 								
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7.	Transmission of Covid-19 through poor hygiene	Staff, other adults and pupils	<ul style="list-style-type: none"> • Ensure facilities and means for regular hand washing with soap and water or hand sanitiser (minimum 60% per cent alcohol) are accessible - before and after activity. It may be a good idea to install sinks (attached to buildings in multiple locations) to make the process easier. • Hand sanitiser, tissues, lidded bins and anti-bacterial cleaning wipes should be taken outside when activities are taking place. • Staff to encourage children, where age appropriate, not to touch their face, use a tissue or elbow to cough or sneeze, and dispose of tissues appropriately. Catch it. Bin it. Kill it. • Clean hard/man-made surfaces before and after use (as per school guidelines). • Avoid or limit the sharing of equipment. • Limit the sharing of equipment, especially where it is hard to clean. 								
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8.	External coaches coming on site during curriculum time	Staff, other adults and pupils	<ul style="list-style-type: none"> • Ensure coach is following Government guidance, is symptom free (and has no members of their household who are symptomatic) and has robust Covid-19 risk assessment and control measures regarding physical distancing and equipment use/cleaning. • Ensure the coach is following the National Governing Body's Covid-19 related guidance for the sport they're delivering, based on Government team sport principles. • Ideally, coach to remain outside at all times (though arrangements may need to be made for entry into school building for use of toilet etc.). • The coach should 'team teach' with the bubble teacher, not use equipment to demonstrate activities that is then used by the bubble and remain at all times at least 2m away from the group. The class teacher remains in overall control of the session. • Make coach aware of (and ensure they adhere to) control measures contained in school's Covid-19 risk assessment, including the use of hand sanitiser before entering the building. • Bubble class teacher should remain with group for pastoral care/first aid support. • External coaches should not deliver first aid unless the school first aider is compromised. If unavoidable, ensure they comply with Government guidance on first aid delivery. 								
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9.	Contamination through travel to outdoors venue	Staff, other adults and pupils	<ul style="list-style-type: none"> • School to advise trip attendees that they must follow government guidance and not travel if they are: <ul style="list-style-type: none"> -experiencing any coronavirus symptoms. -are self-isolating as a result of coronavirus symptoms or sharing a household or support bubble with somebody with symptoms . -are clinically extremely vulnerable and cannot shield effectively during the journey. -have been advised by the NHS test and trace service that they should self-isolate. • Use of public transport to be avoided where possible. Those using public transport should refer to Government guidance. • Alternative transport may be used if practical e.g. adult’s own vehicle (providing it doesn’t compromise ratios) or a parent’s car for transporting a pupil. • Take extra supplies of wipes, tissues and sanitiser (plus bin bag) for journey and duration of visit. • Encourage use of hand sanitiser before boarding and after exit. • Reinforce all Public Health England good hygiene messages. • Where using a hired coach or minibus: <ul style="list-style-type: none"> -ensure the transport provider is following Government guidance about cleaning and hygiene (as transport may be used for multiple bubbles/schools). <p>-do not mix bubbles on coaches/minibuses. Where transporting two class bubbles, consider hiring a school dedicated double-decker bus or coach.</p> <p>-all adults and pupils over 11 to wear face covering, unless exempt.</p> <p>-adults to sit 2m away from pupils. Where space is restricted e.g. minibuses, or where closer supervision needed e.g. SEND pupils, sit as far apart as possible.</p> <p>-no passengers to be facing each other or standing.</p>															
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			<ul style="list-style-type: none"> - ensure organised queuing and boarding where possible. -open windows where provided for ventilation. -if using own minibus, the driver should be from bubble. <i>Where this is not possible, the front seat should remain empty.</i> Ensure cleaning is carried out in-between bubble use, which follows government guidance. • Avoid using private cars where possible, particularly parent volunteers' cars. However, where a staff member's car has to be used to transport a pupil, ensure: <ul style="list-style-type: none"> -the driver is from the pupil's bubble, wherever possible. -the driver and pupil (where old enough and able to do so) uses a face covering, <i>unless exempt.</i> -the driver and pupil sit as far apart as possible from one another. -windows are open to enable ventilation from fresh air. -the car is cleaned using standard cleaning products. 							
10.	Contamination through walking to outdoors venue	Staff, other adults and pupils	<ul style="list-style-type: none"> • Where local venues/locations can be reached via walking, remain in allocated bubbles and follow the school's walking risk assessment. Plan route in advance to manage physical distancing as well as possible, especially where busy crossing points may make physical distancing difficult and/or walking near known over crowded areas. 							

11.	Contamination through use of parent volunteers	Staff, other adults and pupils	<ul style="list-style-type: none"> • Check the volunteer is not vulnerable or in a high-risk category for contracting Covid. • Ensure the volunteer is following Government guidance, is symptom free and has no members of their household who are symptomatic. • Brief volunteers on school's Covid-19 control measures and expectations. • Ensure 2m physical distancing is maintained between pupils, staff & volunteers. 							
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12.	Contamination through use of local (non-school) outdoor spaces	Staff, other adults and pupils	<ul style="list-style-type: none"> • Encourage hand washing for 20 seconds before and after visit with soap and water and have hand sanitiser (minimum 60 per cent alcohol) available where required during the visit. • Avoid use of public toilets where possible, but if necessary, consider how this can be done without compromising staff or pupil safety e.g. use of hand sanitiser after exit. • Reduce likelihood of children needing the toilet by encouraging them to go beforehand (allowing plenty of time for this) and running shorter sessions. • Factor in the weather conditions e.g. in hot weather pupils will need to drink more to stay hydrated and potentially need to use public toilets more often • Consider best days and times for activities avoiding busier periods and crowded places so physical distancing can be managed more effectively. • Minimise contact with members of the public. Consider cordoning off an area for exclusive use. • Adhere to social distancing rules within group. • Avoid using any equipment in public spaces e.g. playground equipment but if used, consider how this can be done without compromising staff or pupil safety e.g. remind pupils to not touch faces; use hand sanitiser after activity etc. 							
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13.	Pupil, member of staff, or accompanying adult becoming unwell with Covid-19 symptoms during the visit/activity offsite.	Staff, other adults and pupils	<ul style="list-style-type: none"> Isolate symptomatic individual from the rest of the bubble until collection if possible, with appropriate supervision in place where required. Arrange for collection by or via a member of their household (you may wish to get confirmation from parents that they are prepared to do this before accepting the pupil onto the trip). 								
14.	Contamination through external provider's facilities	Staff, other adults and pupils	<ul style="list-style-type: none"> Seek assurances that the external provider is following Government advice, in relation to Covid-19 and that their control measures meet the school's own requirements. These should be communicated to adults and pupils before departure. Note: it is helpful for the provider's control measures to mirror the school to avoid confusing the pupils. 								

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15.	Transmission through swimming lessons	Staff, other adults and pupils	<ul style="list-style-type: none"> • For schools with their own pools, it is recommended that you delay opening until early 2021. If, however, you decide to open, ensure you follow Government and Swim England's guidance for pool operators. • If using an external provider: <ul style="list-style-type: none"> -seek assurance that they comply with Government and Swim England Pool Operator guidance. -liaise with pool operator to establish maximum numbers of bathers allowed in pool, and teachers allowed at poolside. Ensure this enables adequate supervision at all times. - ideally, arrive showered and in swimming kit at school to minimise the time spent in the pool operator's changing room. -follow pool operator's recommendations for entry into and exit out of pool, while ensuring this compromise supervision ratios. -remind pupils of hygiene protocols and use hand sanitiser/wash stations as much as possible. -remind pupils of the need to socially distance while in the water. 								
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16	Contamination through enrichment clubs & extra-curricular activity	Staff, other adults and pupils	<ul style="list-style-type: none"> • Ensure coach is following Government guidance, is symptom free (and has no members of their household who are symptomatic) and has robust Covid-19 risk assessment and control measures regarding physical distancing and equipment use/cleaning. • Ensure the coach is following the National Governing Body's Covid-19 related guidance for the sport they're delivering, based on Government team sport principles. Note; for information about group ratios, see the Government guidance for after school clubs and other out of school settings • Ideally, coach to remain outside at all times (though arrangements may need to be made for entry into school building for use of toilet etc.). • Make coach aware of (and ensure they adhere to) control measures contained in school's Covid-19 risk assessment, including the use of hand sanitiser before entering the building. • Work with provider to keep children in their school bubbles as much as possible. Failing this, providers should maintain small, consistent groups and frequently review them to minimise 'mixing'. • Where the group is mixed, ensure the pupils remain as far apart as possible and if pairing up for an activity, pupils should keep to their school bubble • Groups should be kept apart as much as possible. • Where school first aider isn't present, make coach aware of LA guidance around first aid delivery during pandemic. 								
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