

SOUTH CAVE C.E. SCHOOL

POLICY STATEMENT FOR PHYSICAL EDUCATION AND SCHOOL SPORTS

GENERAL STATEMENT

At South Cave School we believe that fitness is vital. Physical fitness seems to improve health, reduce stress and improve concentration. In children it also promotes correct growth and development. Our aims are to inspire in children, a passion for physical activity and sport, for both health and enjoyment.

All children must have the opportunity to enjoy P.E.S.S. regardless of gender and ability.

We provide children with 2 hours of high quality physical development per week. Our parents have been encouraged to promote exercise and healthy living at home to support the work of the school. We also run a number of sporting extra-curricular activities to promote further the fitness of our children.

We need to ensure that the children's natural inclination to be active is appropriately encouraged and their boundless energy tapped into. We believe that this natural enthusiasm for movement can provide a springboard for each individual's development.

We believe that our children need an opportunity for:

- Physical challenge.
- Direct experience of physical skills.
- Discovery, inventive and experimental activity.
- Developing personal skills in order to become able in movement and competent in games.
- Exploration of movement.
- Developing aesthetic awareness.
- Developing social competence.
- Exercising personal initiative and experiencing problem solving situations.
- Extending experiences of areas of interest from the classroom into the physical education lessons.
- Enjoying the feeling of exercising and gaining self confidence as they improve their skills.

Experiencing competition at a low and safe level, to appropriately prepare them for later life.

AIMS AND OBJECTIVES

The general aim of the P.E. programme at South Cave School is:

'To advance the physical, intellectual and social development of each of our children.'

The new curriculum states:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Objectives

The on-going objectives will be:

- (a) To improve fitness, strength, mobility and endurance through vigorous physical activity.
- (b) To offer a breadth of experiences in a range of physically challenging situations.
- (c) To develop competence in manipulative skills through small-sided games.
- (d) To provide a broad, challenging programme of movement activities through appropriate child-centred teaching methods.
- (e) To develop balance and co-ordination through body-centred activities and games.
- (f) To develop a knowledge and understanding of the movement potential of the body through a variety of physical experiences.
- (g) To develop an aesthetic awareness and an appreciation of the quality of movement through participation and observation.
- (h) To develop social competence through a variety of child group situations.
- (i) To increase the ability to make decisions, solve problems and take initiatives through varied educational challenges.
- (j) To develop natural links between classroom practice and physical education through a variety of educational experiences, e.g. Art, Science, Music, Poetry and Mathematics.
- (k) To nurture a love of physical education and encourage out of school activity.
- (l) To engage in competition at a low and safe level.

We will do this by:

- (a) Teaching 2 hours of high quality PE per week to every child.
- (b) Planning for and assessing all areas of PE, including dance, gymnastics, games, athletics, swimming and outdoor activities relating to the schools long term planning.
- (c) Teaching PE on the whole as a separate subject but where appropriate linking to other curriculum areas such as healthy living in science.
- (d) Encouraging children to wear suitable clothing for PE.
- (e) Setting an example by wearing suitable clothing for PE.
- (f) Teaching games outside except in extreme weather conditions when lessons will be taught in our school sports centre or smaller sports halls.

- (g) Specifically teaching children about safety in all aspects of PE.
- (h) Supplementing the PE curriculum with out of hours clubs where possible.
- (i) Provide active playtimes and lunchtimes for all children.
- (j) Supplementing the PE curriculum within school hours with external sporting agencies.
- (k) Making available to the children the facilities at South Cave Sports Centre, South Hunsley Swimming Pool and Outdoor Activity Centres.
- (l) Participating in the swimming programme agreed by the LEA.

Key skills

THE TEACHING APPROACH

We believe that young children generally are enthusiastic and eager to learn. They respond well to challenges, to opportunity and to situations which lead to self-discovery. It is important that teaching approaches reflect this response and that our planning and organisation provide the experiences through which all children will learn and develop.

Physical Education is an effective medium for learning and children have abounding energy which should be harnessed to well-planned and purposeful practical lessons.

THE INDIRECT TEACHING APPROACH

This child-centred approach involves the use of tasks, themes and challenges which encourage individual child exploration and response. Presentation, observation and discussion by children, followed by modification, refinement and practise are important aspects of the learning process. Praise and encouragement are rewarding and attempts should be made to acknowledge and highlight the efforts of each individual as the opportunity occurs. Tasks or themes should be appropriate to the age of the children and clearly presented to encourage thought and action.

THE DIRECT TEACHING APPROACH

Important though exploratory and discovery experiences are to young children, there are occasions when direct guidance and positive teaching are required. To tell *what*, explain *why* and show *how* are fundamental skills of the teaching process. Physical Education is essentially practical with an accompanying concern for safety. Direct teaching is extremely important for such aspects as:

- (a) the safe handling and carrying of apparatus
- (b) the correct execution of physical skills
- (c) the sensible and careful use of shared space
- (d) the observance of safety factors in the swimming pool.

on such occasions it is important to be aware of the need for direct guidance and to have the necessary expertise as well as the command, control and language to direct the child's thinking and actions.

Organisation and planning (FS/KS1/KS2)

All planning will be inline with the National Curriculum (2014)

The planned programme will have a balance between indoor and outdoor work and between body-centred activity and development of skills using equipment such as bats, balls and racquets.

*¹Swimming will be provided in a 10-week block in year 4.

*² Additional OAA will be provided on the residentials in years 4, 5 and 6

Subject content – National Curriculum 2014

Key Stage 1

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

Pupils should be taught to:

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

Key Stage 2

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

Pupils should be taught to:

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

Swimming and water safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to:

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

Chris Quigly Curriculum Aims document is available as extra guidance for staff and covers the ages and stages Milestones and objectives for each.

The long-term plan will show the each area of PE covered from Reception through to Year 6 (see appendix) with the medium plan giving more detail on each of the areas. The PE coordinator will be responsible for writing the latter but it will be the responsibility of each teacher to write his or her short term plans. Revised online lesson plans, planning gained from the Tigers Trust and teachers own ideas will be used for the short-term plans.

Games, Gymnastics and Dance will be taught in each year group this will be broken down as follows:

- Games-Invasion games, Net and Wall and Striking and Fielding
- Gymnastics
- Dance
- Athletics
- OAA
- Swimming

Our school ground has been mapped and equipped for all levels of Orienteering and the AST from South Hunsley School commented that our course was 'one of the best in the county'

We have use of a Community playing field behind the school and this has benefited from Football Foundation funding which has resulted in a new pavilion that can be used for changing facilities and 3 new, junior sized football pitches.

Since 2006, we have been awarded our Activemark, each year, for achieving 85% pupil participation in at least 2-hours of high-quality PESS each week. In addition to this, in 2007 and 2008 we have been runners-up for the 'Top School for Sport' award at the East Riding Council's Annual Play and Sports Awards. An achievement that we intend to keep going.

We are part of the School Sports Partnership and intend this to keep moving forwards. We partake in workshops and interschool competitions through this.

All lessons will be differentiated using the STEP model to accommodate pupils who are less and more able.

- **Space-** changing the size of the area the activity takes place in.
- **Task-** adapting the task to suit the needs of the pupils.
- **Equipment-** changing the size/texture/colour of
- **People-** using different groupings of the pupils and support assistants

Cross curricular links (incl English and maths)

Many aspects of the primary school Physical Education programme provide excellent opportunities for extending classroom experience into the hall or on to the playground. We are in a favourable position to promote links between the different areas of learning and, from an overall viewpoint, can contribute much to the unity of experience which will aid the child's understanding and acquisition of knowledge. In particular, expressive movement is a valuable medium for inter-related work:

Movement can be stimulated by:

Words, poems, stories, number shapes, structures, seasons and sounds.

Additionally, topics and centres of interest frequently provide opportunities for extended experience and greater understanding.

It is important that we have a common teaching method and lesson organisation/styles within the school if children are to progress.

The child-orientated, problem solving, educational approach will be used when teaching Gymnastics, Movement and games lessons. Individual activity, small groups and maximum involvement for all children will be the aim.

Effective teaching depends upon the ability of the teacher to select and use teaching approaches appropriate to the children and the type of activity being practised. Above all, sound pupil-teacher relationships, reinforcement of the learning experience and encouragement of real effort are the key factors in children's progress and achievement.

Assessment, recording and reporting

ASSESSMENT

Teachers may use a range of techniques:

- Watch children work, talk to them about what they are doing and listen to them describe their work. This will generate useful assessment information.
- Use CHRIS QUIGLEY learning outcomes in each unit identify how children might show what they have learnt.
- Use formative assessment with session objectives and class list to 'RAG' the child's achievement at that level.
- Feedback from pupils during lessons can inform teachers of what has been successful and future targets can be set for individuals.
- Assess through photography and video - a portfolio of a sample of children's work through the Key Stages in each area of physical education, highlighting progression and quality of performance is also available.
- Create a self-assessment sheet using a simple child friendly format, where children can assess their own strengths and target areas for development within 'knowledge, skills and understanding'.
- Use PE publications as guidance to assessment in all areas of physical education.

RECORDING AND REPORTING

Records are selective and brief and teachers should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and are used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process, and in discussion with parents
- Help children as a basis for future target setting
- Inform during transfer between Key Stages

SEND/equality

Children at South Cave CE Primary School have an entitlement to access all activities offered regardless of ability, race, culture and religious background, gender or specific need.

All children at South Cave will be expected to participate in the PE curriculum. In circumstances where external factors hinder participation every effort will be made by the teaching staff to include the affected pupil.

It is proposed that all children at South Cave should be treated as individuals with their own abilities, difficulties and attitudes, encouraging them to question stereotypes, which limit behaviour and

achievements. To ensure equality of opportunity is provided and that the take up of such opportunities is ensured, a range of strategies will be needed, depending on the differing circumstances of the classes.

Equal access does not always ensure equality of take up. For example it may be deemed an equal opportunity to offer football to both girls and boys. However, due to societal influences, boys have often played more football than girls. Therefore to ensure equal access, it may be better to offer football in a girls only grouping in order to provide teaching to equalise these skills and thus allow boys and girls to share the game at a later stage.

Pupils at South Cave with particular needs also pose equality issues, which need to be taken into account if the individual child has physical, learning or sensory impairments or emotional responses which require tasks to be adapted to allow the child to experience the learning process in each activity. For example a teacher could ask all pupils to travel with a ball. This task should be possible for all abilities, including non-disabled pupils, pupils who are wheelchair users and visually impaired pupils, with adaptation of equipment where necessary.

A teacher should be aware of the influences which restrict access to activities, such as interactions within mixed sex, mixed ability and multicultural groups, as well as the previous experience and ability of the pupils.

Every class will keep a box of spare kit in their classroom for pupils without kit to use. Pupils without pumps/trainers may participate in the outdoor lesson provided the teacher has judged the footwear to be safe.

A note from a parent to prevent the child participating in the lesson will be acceptable for two weeks running, but on the third week a doctor's note must be presented.

Health and safety

We must ensure that our P.E. lessons are thoughtfully planned in order to maximise safety, whilst also ensuring that the children are free to experiment and learn independently where appropriate.

The head teacher and the governors are ultimately responsible for safety in each lesson and must ensure the area lessons take place in is suitable, but each teacher is responsible for safety in their own lesson.

All fixed gymnastics equipment will be checked annually by Continental sport. Any damaged equipment must be reported to the PE Coordinator immediately and labelled 'do not use'. Any environmental dangers must be reported to the school grounds person.

No jewellery should be worn in any PE lesson. If items are worn because of their religious significance then precautions should be taken to secure them. Earrings will be removed by the child or taped if necessary. Children with long hair must tie their hair back. For reasons of health hygiene and safety children should change into suitable clothing for each lesson. In gymnastics, baggy or loose clothing should not be worn.

- Key Stage 1 and 2 children will wear the school's P.E. kit and work in bare feet/light plimsolls for all indoor work except circuit training where trainers must be worn.
- Key Stage 2 children can wear track suits/sweatshirts etc. and football boots/trainers for outdoor work only.

Teachers will ensure that pupils are given guidance on how to carry all equipment safely. A copy of "How to carry apparatus safely" is in the Policy (see Appendix)

In each lesson **We will encourage every child to:**

- "Exercise personal responsibility for the safety of self, peers and others.
- Observe standards of dress including hairstyle and jewellery consistent with health and safety;
- Use equipment in accordance with the teacher's instructions."

We will refer to the East Riding of Yorkshire Council Guidelines (2012) "Ensuring Safe Practice in Physical Education" and AfPE (2012) "Safe Practice in Physical Education and School Sport". The P.E. Co-ordinator will have a copy of these if further help is required.

Despite all reasonable efforts to make P.E. as safe as possible, accidents can still happen.

If a child is injured, the teacher will contact the school office through use of a walkie talkie, mobile phone or school phone system (dependent on the location of the PE lesson) and will remain with the pupil until a qualified first aider arrives. The incident should be recorded including the time and what happened. A first aid kit is available by the office and an ice pack is kept in the fridge in the staff room. Portable first aid kits should be taken to all off-site events.

Staff development

Each teacher is responsible for planning and differentiating lessons within the South Cave PE schemes of work. The co-ordinator is available for any help in the development of the delivery of PE. One lesson per week for each class is planned, delivered and assessed by a specialist PE coach. At South Cave school we believe that staff development is vital in providing the children with the high quality PE they are entitled to we therefore complete an annual audit of the school's strengths and areas for development, and provide training for any aspects of PE that staff wish to cover.

Subject leader role

The co-ordinator should;

- Produce an annual action plan for PE development, review this on a termly basis and evaluate the plan at the end of the year.
- Review and keep PE policies up to date and circulate ensure all staff have seen and shared in the formulation of the policies.
- to oversee the planning of PE in the curriculum for the school and to offer guidance and support to staff who will plan PE lessons for the class(es) they work with. .
- to ensure that there is appropriate coverage in PE across all year groups and to make sure that this meets the particular needs of the school.
- to identify strengths and weaknesses in PE in school and to provide ways forward so that any necessary improvements can be made;
- to liaise with colleagues and provide help and support when necessary;
- Keep staff informed of developments in PE.
- Organise relevant training sessions for staff.
- Manage resources.
- Represent South Cave in the South Hunsley Sports Partnership and oversee the annual inter-school competition/activities. Ensure Parents are informed, risk assessments completed and transport arranged according to school visits policy
- Liase with the Headteacher, Finance Officer and Governing body regarding planning and monitoring spending of the Sports Premium. Ensuring relevant information is available and updated on the school website.

Monitoring and review

- All work within PESS, both curricular and extra-curricular will be regularly reviewed by the subject leader and teaching staff in order to provide pupils with the most appropriate, challenging and enjoyable experiences and ensure full coverage of the national curriculum

Policy Review date: Summer 2017

Written by: H.Forman (with amendments by J. Newby and K. McNeil)

APPENDIX I

Chris Quigley Milestones

By the end of **each Milestone** in each area of study most pupils will be able to:

General comments on the aspects of Physical Education to be followed:

Gymnastics Activities

Gymnastics will be taught in every year group throughout the Key Stages.

At both Key Stages children will be taught the basic actions of travelling, rolling, jumping, balancing and weight on hands within floorwork and apparatus lessons.

Milestone 1: (Key Stage 1)

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

Milestone 2: (Lower Key Stage 2)

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that convey a definite idea.
- Change speed and levels within a performance.
- Develop physical strength and suppleness by practising moves and stretching.

Milestone 3: (Upper Key Stage 2)

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)

Dance Activities

Dance will be taught in every year group throughout the Key Stages.

At both Key Stages children will be given opportunities to express their creativity to a range of stimuli through the creation of individual, paired and group dances. The stimuli could be, words (individual, in phrases, poems/stories), percussion, music, objects (classroom/environment) and visual (pictures/photographs).

Milestone 1: (Key Stage 1)

- Copy and remember actions.

- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.

Milestone 2: (Upper Key Stage 1)

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Show changes of direction, speed and level during a performance.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
- Swing and hang from equipment safely (using hands).

Milestone 3: (Upper Key Stage 2)

Create complex and well-executed sequences that include a full range of movements including:

- travelling
- balances
- swinging
- springing
- flight
- vaults
- inversions
- rotations
- bending, stretching and twisting
- gestures
- linking skills.
- Hold shapes that are strong, fluent and expressive.
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- Vary speed, direction, level and body rotation during floor performances.
- Practise and refine the gymnastic techniques used in performances (listed above).

- Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
- Use equipment to vault and to swing (remaining upright).

Games objectives

Games will be taught in every year group throughout the Key Stages.

At **Key Stage 1** pupils will be taught the basic generic skills necessary to play sport, sending, receiving, travelling with, running, chasing, dodging, avoiding and spatial awareness. The skills will be taught through simple co-operative and competitive situations progressing from individual activities to partner work to small group activities.

Milestone 1: (Key Stage 1)

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

Milestone 2: (Lower Key Stage 2)

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

Milestone 3: (Upper Key Stage 2)

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Use forehand and backhand when playing racket games.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.

Athletic Activities

Pupils at Key Stage 2 will be taught the basic athletic principles of running, throwing and jumping. Having developed the basic actions the children will be encouraged to measure through various means and to compete against themselves and others.

Pupils will be taught to:

Milestone 1: (Key Stage 1)

- Athletic activities are combined with games in Years 1 and 2.

Milestone 2: (Lower Key Stage 2)

- Sprint over a short distance up to 60 metres.
- Run over a longer distance, conserving energy in order to sustain performance.
- Use a range of throwing techniques (such as under arm, over arm).
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances.

Milestone 3: (Upper Key Stage 2)

- Combine sprinting with low hurdles over 60 metres.
- Choose the best place for running over a variety of distances.
- Throw accurately and refine performance by analysing technique and body shape.
- Show control in take off and landings when jumping.
- Compete with others and keep track of personal best performances, setting targets for improve

Outdoor and Adventurous Activities

Pupils will experience OAA through orienteering, problem-solving and living outdoors as part of their residential visits in years 4 and 5.

- Show an appreciation and regard for the outdoor environment
- **Milestone 2: (Lower Key Stage 2)**
 - Arrive properly equipped for outdoor and adventurous activity.
 - Understand the need to show accomplishment in managing risks.
 - Show an ability to both lead and form part of a team.
 - Support others and seek support if required when the situation dictates.
 - Show resilience when plans do not work and initiative to try new ways of working.
 - Use maps, compasses and digital devices to orientate themselves.
 - Remain aware of changing conditions and change plans if necessary.
- **Milestone 3: (Upper Key Stage 2)**
 - Select appropriate equipment for outdoor and adventurous activity.

- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
- Embrace both leadership and team roles and gain the commitment and respect of a team.
- Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
- Remain positive even in the most challenging circumstances, rallying others if need be.
- Use a range of devices in order to orientate themselves.
- Quickly assess changing conditions and adapt plans to ensure safety comes first.

Swimming

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all-round exercise and contributes to the development of flexibility, strength and stamina.

Pupils are taught to:

Milestone 1: (Key Stage 1)

Swim unaided up to 25 metres.

- Use one basic stroke, breathing correctly.
- Control leg movements.

Milestone 2: (Lower Key Stage 2)

- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.

Milestone 3: (Upper Key Stage 2)

- Swim over 100 metres unaided.
- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Swim fluently with controlled strokes.
- Turn efficiently at the end of a length.

APPENDIX 2

HOW TO CARRY APPARATUS SAFELY

1. Wallbars/Climbing Frames

Much depends on design. Make sure you know **How** to get them out and secure them. Make sure you check all parts (tensioning cables, bolts) are secure **Yourself** before the children use them.

2. Mats

Four carriers, two or three on each side near the ends. **Mats should never be dragged. Lift with back straight.** Travel sideways.

“Mats should be seen as equipment designed to cope with planned and foreseen landings. When used with this deliberate intent, they should reduce impact shock. Pupils should be taught to use mats in a disciplined way and should understand the importance of doing so.”

(Safe Practice in PESS; AfPE: 2008: p.90)

Mats are primarily used in gymnastics sessions to:

- provide a cushioned area for floor work
- identify areas on which pupils will deliberately plan to land feet-first when jumping from apparatus.
- Be placed under equipment/apparatus which creates a falling risk.

3. **Benches**

Two carriers, one at either end, facing each other. Ideal movement is sideways, but look behind if travelling backwards.

4. **Planks, Beams, Ladders**

Two carriers, as for benches. Hands at end not sides (see illustration), where fingers can be trapped.

5. **Stools/Trestles**

- (i) Small stools/trestles
Two carriers - one either side, movement is sideways.
- (ii) Large trestles
Four carriers - two either side - movement is sideways.

6. **Ropes**

Four pupils, two to guide out the ropes safely making sure they do not swing about dangerously, and one or two to move the ropes into position.

SAFE HANDLING

Lifting

Teach the correct method of lifting using a straight back and bent knees.

Crowding

Anticipate and supervise where this may occur e.g. mats.

Heavy Apparatus

You may have to position this yourself. Leave it until all other apparatus is set out.

Check

Encourage children to sit down when they have positioned their apparatus. NEVER begin to use it before it has been checked.

Carrying

Watch for children carrying apparatus walking **Backwards**. They cannot see where they are going; collisions will result.

Safety

Encourage children to criticise the placement of their apparatus from the safety point of view. e.g. Is the landing area safe?

Appendix 3

OUT OF SCHOOL HOURS LEARNING (OSHL)

Pupils at South Cave School also have the opportunity to take part in out of school hours learning.

By providing these opportunities, we are giving the children further chances to:

- Improve general fitness.
- Develop a healthier lifestyle.
- Enjoy social interaction.
- Work alongside or with others as part of a team.
- Improve a specific skill or game.
- Work with staff in a more relaxed and/or varied environment.

The clubs currently running are as follows:

Athletics	KS2 (Seasonal)
Running club	Year 4
Judo	Years 1 - 6
Boot camp	KS2
Multi-Skills	Year F2, 1 & 2 twice weekly Year 4,5 & 6 twice weekly
Gymnastics	Year 1, 2 & 3

The Year 4 children have the opportunity to spend a weekend at **???? Outdoor Pursuit Centre**.

The Year 5 children have the opportunity to visit **Robinwood** where they can safely try activities such as climbing, abseiling, canoeing, caving and orienteering.

The school also sites a sports centre and public playing field where many children can access follow-up activities after school that link to the curriculum area that they are covering in school as well as holding regular Saturday and Sunday football league fixtures .

We also hold close links with Hull City Football in the Community who provide training for all key stage 2 children in a 5-week block every year as well as regular Saturday training sessions at their grounds in Hull. Hull Ionians Rugby Union Club who train the children from all key stages within school.

Coaches used to lead OSHL sessions will be DBS checked and on the Local Authority approved list. A selected teacher will always be responsible for clubs run by external coaches even though they will not necessarily put any input into the practical side of the club.

Registers will be taken at every OSHL club in aid of monitoring participation levels.

APPENDIX 4

INVENTORY

Item	Qty	Location	Item	Qty	Location
Agility ladders (Tesco)	2	Lower	Hoops (medium)	36	Lower
Air flow balls	29	Lower	Hoops (small)	28	Lower
Badminton racket (Junior)	10	Y5R	Hurdle Pack	1	Lower
Badminton racket (Senior)	15	Y5R	Hurdles (Tesco)	12	Lower
Ball pump	1	Outside	Indoor football	1	Outside
Ball pump	2	YRAW	Kwik Cricket sets	3	Outside
Balls (127mm)	2	Lower	Mini tennis set	1	Lower
Balls (150mm)	6	Lower	Netballs	13	Outside
Balls (178mm)	2	Lower	Netballs	2	Lower
Balls (216mm)	17	Lower	Netballs (Multimould)	6	YRAW
Balls (sponge large)	6	Lower	Netballs (Ultragrip)	2	YRAW
Balls (sponge small)	6	Lower	Parachute	3	Lower
Batons (metal)	10	Lower	Plastic bats	7	Lower
Batons (wood)	6	Lower	Relay batons (Tesco)	6	Lower
Bean bags	55	Lower	Rounders bases	10	Lower
Bibs	90	Lower	Rounders Kit (Tesco)	1	Lower
Bibs	16	YRAW	Rounders set	1	Outside
Bibs (High-5)	16	YRAW	Rubber rings (quoits)	9	Lower
Blind folds	2	Y4T	Rugby balls	39	Outside
Coloured ropes	3	Lower	Rugby balls	10	Y4T
Cones (dome)	36	Lower	Sacks	4	Lower
Cones (large)	9	Outside	Sacks	11	Lower
Cones (large)	7	Lower	Shuttlecocks	15	Lower
Cones (marker)	50	YRAW	Shuttlecocks	24	Y5R
Cones (small marker)	98	Outside	Skipping ropes	46	Lower
Cones (small marker)	249	Lower	Skittles with 4 balls	11	Lower
Feet	20	Lower	Stick holders	12	Lower
Floor basketball	2	Y4T	Sticks (for Davis cones - large)	5	Lower
Footballs	46	Outside	Sticks (for Davis cones - medium)	17	Lower
Footballs	12	YRAW	Sticks (for Davis cones - small)	15	Lower
Goal frames	4	Outside	Tag belts (arm - red)	11	Y4T
Goal nets	2	Outside	Tag belts (arm - yellow)	10	Y4T
Golf set	1	Lower	Tag belts (waist - red)	20	Y4T
Hands	20	Lower	Tag belts (waist - yellow)	20	Y4T
Hockey balls	14	Outside	Tape measure (Tesco)	1	Lower
Hockey sticks	41	Outside	Tennis balls	104	Lower
Hockey sticks	5	Lower	Tennis rackets	14	Lower
Hoops (extra large)	6	Lower	Wooden bats (large)	20	Lower
Hoops (large)	26	Lower	Wooden bats (small)	34	Lower

APPENDIX 5

RESOURCES

To be kept by the P.E. Co-ordinator.

Title	Author	Sport	Room
Finish with a Game	Football in the Community	Football	Y4T
Africa - Morning in Ghana	Primrose Dance	Dance	Y4T
Fit for Life 1 - 4 to 9 years	Hull University	Fitness	Y4T
Time to Play	English Cricket Board	Cricket	Y4T
Dance 'Lesson Ideas'	Staffs. County Council	Dance	Y4T
Dance Ideas for KS2	Barbara Lipscomb	Dance	Y4T
Active PE 1	Fisher & Alltridge	All	Y4T
Very Simple Skipping Book	Hull University	Skipping	Y4T
Dance Ideas for KS1	Barbara Lipscomb	Dance	Y4T
TOPS Gymnastics Cards	TOPS	Gymnastics	Y4T
TOPS Resource Pack	TOPS	All	Y4T
TOPS Cricket Cards	TOPS	Cricket	Y4T
TOPS Rugby Cards	TOPS	Rugby	Y4T
TOPS Fitness Cards	TOPS	Fitness	Y4T
KS2 Gymnastics	ERoY County Council	Gymnastics	Y4T
Fit for Kids	Wendy Carr	Fitness	Y4T
Games for PE	Bright Ideas	All	Y4T
Protecting Children	NSPCC & National Coaching	All	Y4T
PE - Welfare, Health & Safety	Humberside County Council	All	Y4T
Complete Guide to TAG Rugby	Nick Leonard	Rugby	Y4T
Ensuring Safe Practice in PE	ERoY County Council	All	Y4T
Safe Practice in PESS	Baalpe	All	Y4T
Achieving Excellence	Baalpe	All	Y4T
High Quality PESS	DfES	All	Y4T
Games and Athletics Cards	George Austin	Games	Y4T
Gymnastics Cards	George Austin	Gymnastics	Y4T
TOPS Dance Cards	TOPS	Dance	Y4T
Title	Author	Sport	Format
Africa - Morning in Ghana	Primrose Dance	Dance	Cassette
Dance Workshop - Spring 98 (1 of 3)	BBC	Dance	Cassette
Dance Workshop - Spring 98 (2 of 3)	BBC	Dance	Cassette
Dance Workshop - Spring 98 (3 of 3)	BBC	Dance	Cassette
Dance Ideas for KS2	Primrose Dance	Dance	Cassette
Dance Ideas for KS1	Primrose Dance	Dance	Cassette
Most Famous Waltzes	Encore	Dance	CD
TAG Rugby	Ford	Rugby	Video
Wide selection of C.D.s and percussion instruments in Lower Hall and Music Room	See music policy / co-ordinator for more details		

APPENDIX 6 HUMBERSIDE SWIMMING AWARDS

TEST

GUIDE TO TEACHER

Grade One	<p>Have the ability to enter and exit the pool unaided. Have the confidence to blow bubbles and submerge their face in water. Glide on back or front.</p>	<p>Adaption required for children with special educational needs. Encourage to open eyes.</p> <p>The body should be extended. Arms extended in front of the body or by the side of the body. A reasonable style is expected.</p>
Grade Two	<p>Swim 10 metres Swim 25 metres on front or back.</p> <p>Swim 10 metres on front or back.</p> <p>Tread water for 30 seconds.</p> <p>Submerge in shallow water and retrieve an object.</p> <p>Scull 5 metres head first. Answer 3 questions on water safety relating to swimming in open water.</p>	<p>Style should be without stress and be recognisable. The child must be able to swim on both front or back. To be performed in shoulder depth water. To be performed in the shallowest part of the pool, head to be completely submerged and encourage the pupil to open their eyes but this is not an essential part of the test. Hands by the sides. Class teacher to assess child's knowledge.</p>
Grade Three	<p>Jump in. Swim 50 metres on front. Swim 50 metres on back. Tread water for 1 minute, waving occasionally. Swim 5 metres and pick up a brick from a depth of approximately 1 metre and bring to pool side.</p> <p>Scull 10 metres head first.</p>	<p>The pupil should make a safe entry. The style should be recognisable and without stress. Must not touch the bottom or the sides. The pupil must not stand up during the test, be encouraged to swim on back when carrying the brick.</p>
Grade Four for use in deep water pools)	<p>Jump in. Swim 5 metres, surface dive, swim 5 metres under water. Scull 10 metres feet first. Tread water for 2 minutes, waving occasionally.</p> <p>Swim 100 metres breaststroke or frontcrawl.</p> <p>Swim 100 metres backcrawl or inverted breaststroke.</p>	<p>Hands by the sides and legs straight. Enter in a safe manner feet first. Surface dive should be head or feet first with the body completely submerged for the 5 metres. Must not touch the sides or the bottom of the pool. These tasks should be performed without rest. Style should be good and performed with confidence.</p>

APPENDIX 7 WATER SAFETY

UNDERSTAND THE SAFETY CODE

1. Spot the Dangers
2. Take Safety Advice
3. Don't go it Alone
4. Learn how to Help

Pupils at the end of year 4 should understand the water safety code and be aware of the following points.

TO BE ABLE TO IDENTIFY DANGEROUS LOCATIONS

- docks, quarries, ponds, frozen ponds etc.
- the dangers of cold water as opposed to being in a swimming pool.

KNOW HOW TO BEHAVE NEAR WATER

- no-one should run near water, they may slip and fall in.
- keep away fromn the edges of canals, river banks etc.
- do not fool around near water because there is a danger of falling in.

KNOW HOW TO AVOID THE DANGERS

- check out which is the deep end of a pool.
- make sure it is safe to enter.
- on a beach check if there are any lifeguards or flags telling you it is safe to swim.

BE ABLE TO ASSESS AND RESPOND TO AN EMERGENCY WHILST MAINTAINING THEIR OWN SAFETY

- know how to summon help
- know not to enter the water under any circumstance
- reach or throw rescue - **REACH THROW DO NOT GO!**

It is important that from a young age children not only learn to enjoy the water but also appreciate the dangers of playing in or near it.

APPENDIX 8

KIT RULES

In the event that a child does not have their kit 3 sessions in a row, the following letter will go out to parents:

Dear Parent(s),

Unfortunately, _____ has forgotten their PE kit on a number of occasions and it is becoming a matter of concern.

The PE kit required for Key Stage 2 is as follows:

Indoor PE: Children will be expected to change into shorts and t-shirt and work in _____ either bare feet or plimsoles.

Outdoor PE: Children will be expected to change into shorts and t-shirt (in warmer _____ weather), tracksuit top and bottoms (in cooler weather) and work in trainers.

We appreciate your continued help and support with such matters and if you have any questions regarding any of these points then please contact the school office.

Many thanks

Mrs K McNeil

PE Co-ordinator

Appendix 9

APPENDIX V

EQUIPMENT VOCABULARY



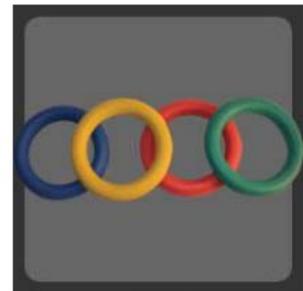
Agility tables



Agility trestles
(A-frames are also trestles)



Hexagonal movement table
(also round movement tables)



Rubber quoits



Airflow balls



Marker cones



Dome markers



Mini training cones



Traffic cones



Climbing frame