

# BROOMFIELDS JUNIOR SCHOOL



## Physical Education Policy

**2025-2026**

### DOCUMENT STATUS

| Version | Date         | Action         |
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## **Broomfields Junior School Physical Education Policy**

The Public Duty of the Equality Act 2010 Protected characteristics in the act include sex, sexual orientation and gender reassignment. Schools have due regard to:

- (a) "eliminate discrimination, harassment, victimisation"
- (b) "advance equality of opportunity"
- (c) "foster good relations between persons who share a relevant protected characteristic and persons who do not share it"

This includes tackling prejudice and promoting understanding.

### **Introduction**

This document is a statement of the aims, principles and strategies underlying physical activity at Broomfields Junior School.

### **Rationale**

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and wellbeing, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

### **Aims**

Through a high-quality physical education programme, the school aims to provide high quality sport to all children and encourage all children to be engaged within P.E and extra-curricular sport. We want all children, from a variety of backgrounds and abilities, to enjoy and take part in PE and sport. We aim to enable pupils to become successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators. All children are encouraged to participate in their 2 hour weekly allocated time for P.E, as well as participate in some form of physical activity outside of school hours. Whether this is through the use of our after-school clubs or Physical Education tasks that can be completed from home.

Our children are taught the key fundamental movement skills which develop yearly, through the Get Set 4 PE scheme of work. These skills are taught progressively and can be applied to a variety of activities including games, gymnastics, athletics and outdoor adventurous activities. The Creative Steps dance scheme is used to provide planning and delivery of our dance lessons. In addition to this, children in Year 4 and 5 will take part in swimming lessons at Broomfields Leisure Centre. We have access to specialist coaches in cricket, rugby and swimming who can provide fun and high quality lessons for our children to participate in. Our SLA also provides staff with training to further their development and ability to teach PE.

At Broomfields Junior School, we encourage children to take part in competitions both in PE and during Extra-curricular activities. We take part in a variety of sporting competitions, organised by local schools and Warrington School Games Partnership (WASSP). We also encourage healthy competition during our PE lessons, where children have the opportunity to compete against themselves and others.

We want all children to take part in physical activity and to enjoy sport both in school and outside of school hours. We provide activity through PE lessons, after school clubs, daily mile, class yoga sessions, school competitions and we set active tasks and competitions for the children to take part in while at home, through Koboca. Koboca also allows the use of pupil voice to understand their views on PE and what sports children would like to take part in at school. We are also able to monitor activity levels and where improvement may be needed throughout the school.

In the Summer Term, we organise our school sports day, which boasts a variety of sports that the children take part in. We have made our sports day both inclusive and competitive so **all children** can participate. Further to this, we host our Ronnie's Race for UKS2 children and the Bale's Race where we invite local schools to take part. Our school also hosts football tournament for local schools in the Summer Term.

We are very proud of our PE and sport curriculum and we want all our pupils to develop a love for sport and participate in a variety of activities.

## **Objectives**

- Provide a high quality curriculum for every child that meets the requirements of the National Curriculum
- Provide an out of school hours programme of activities which *extends* and *enriches* curriculum provision and provides opportunity for activities to *enable* all pupils to make progress
- Establish community links and pathways for pupils to encourage life-long participation
- Develop a whole school approach to the physical development of each pupil enabling them to fulfil their potential
- Provide an environment in which pupils are committed to PE and sport and make them a central part of their lives both in and out of school
- Develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence
- Ensure that pupils know and understand what they are trying to achieve and how to go about doing it

- Challenge pupils to select and apply skills, tactics and compositional ideas
- Provide opportunities for pupils think about what they are doing and make appropriate decisions for themselves
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges
- Develop an environment in which pupils have the confidence to get involved in PE and sport
- Allow pupils the opportunity to take part in a range of competitive, non-competitive, creative and challenge-type activities, both as individuals and as part of a team or group
- Give all pupils the opportunity to take part in extra-curricular sporting activities, suitable to ability.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind
- Establish good habits and awareness of safety and personal hygiene
- Ensure children understand the importance of health and fitness through the use of cross-curricular links and exercise.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going
- Ensure that pupils enjoy PE, school and community sport
- Provide links to other areas of the curriculum and wider school, county and national agendas
- Ensure that quality transition procedures take place

## **Provision**

### ***Curriculum***

All pupils are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and takes into account individual interests and needs.

Pupils should have access to all components of the National Curriculum programmes of study, which states that P.E in school should teach the knowledge, skills and understanding through five areas of activity:

- Dance activities
- Games activities
- Gymnastic activities

And two activity areas from:

- Swimming activities and water safety
- Athletic activities
- Outdoor and adventurous activities

Swimming activities and water safety must be covered in Key Stage 2

The school follows the PE long term plan and uses the planned resources through our selected schemes of work: Creative Steps (for dance) and Get Set 4 PE. This incorporates units of work in each area outlined above. The hall and outdoor spaces are timetabled to allow all class groups sufficient access.

Each class spends two hours per week on PE. Each Year 4 and Year 5 class has a programme of swimming at Broomfields Leisure Centre. Broomfields Junior School is committed to providing a comprehensive programme of P.E and physical activity. Therefore, it is the aim that each child takes

part in at least one further hour of P.E or physical activity through activities such as Wake and Shake, the Daily Mile or cross curricular activities.

All activities take place in mixed sex groups.

Generally all class teachers are responsible for PE within their own class but we do use the skills of the PE Co-ordinator. Also, we use the expertise of specialists, external coaches and instructors for cricket, rugby and swimming.

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

- Acquire and develop new skills
- Develops competence, strength and stamina
- Select and apply appropriate skills, tactics and compositional ideas
- Evaluate their own and others' performance in order to improve
- Gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- Experience a range of roles – performer/coach/official/leader
- Planning will provide opportunities to link with other areas of the curriculum e.g. ICT, literacy, numeracy and PSHCE
- Teach children an awareness of safe practice through Physical Education

### ***Teaching and Learning***

- Lessons are carefully planned and selected to provide challenge for the more able pupils and appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the varied learners providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Skills are correctly modelled through teacher and pupil demonstrations or through the use of media.
- There is a range of opportunities of different competitive activities, where pupils can compete against themselves, others at different and same times and compete nationally.

Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

### ***Assessment & Recording***

Knowledge, skills and understanding will be assessed against our school's milestone indicators, which are based on those from Creative Steps and Get Set 4 PE. Children will progress through basic, advanced or deep understanding and these will be recorded on the whole school tracking system on the Get Set 4 PE website. Teachers should ensure that when evaluating and improving performance connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating knowledge and understanding of health and fitness and performance in different roles. Teachers will observe progress during lessons and use media such as iPads to record and evaluate performances. Children will also use peer and self-assessment

during lessons in order to evaluate their performances. Through pupil voice, teachers are able to find out children's knowledge and understanding of PE. Assessment for swimming will be provided by our external swimming coaches at Broomfields Leisure Centre.

A reference to children's overall progress and effort is made on the individual school report to parents in the Summer Term for Physical Education.

By the end of KS2, pupils should be taught to:

- Use running, jumping, throwing and catching in a range of sports.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, tchoukball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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 and demonstrate improvement to achieve their personal best

The 10 outcomes of high quality Physical Education are:

1. Pupils will be committed to PE and sport and they will be a central part of their lives – both in and out of school
2. Pupils will know and understand what they are trying to achieve and how to go about doing it
3. Pupils will understand that PE and sport are an important part of a healthy, active lifestyle
4. Pupils will have the confidence to get involved in PE and sport
5. Pupils will have the skills and control that they need to take part in PE and sport
6. Pupils will willingly take part in a range of competitive and challenge-type activities, both as individuals and as part of a team or group
7. Pupils will think about what they are doing and make appropriate decisions for themselves
8. Pupils will show a desire to improve and achieve in relation to their own abilities
9. Pupils will have the stamina, suppleness and strength to keep going
10. Pupils will enjoy PE, school and community sport.

### **Equality, Diversity and Accessibility**

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, (appendix four, 4a in afPE Safe Practice in PE handbook 2016 edition) disabled youngsters, gifted and talented children and those who have English as an additional language. Lesson planning, delivery and assessment tries to ensure that children are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress.

### ***Differentiation***

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stage.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed.
- Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.
- Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.
- Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

### **Cross Curricular Links**

Members of staff bring their own expertise to the teaching of Physical Education and although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

For example:

1. Science
  - a. Health and Fitness.
  - b. Drugs and Abuse.
2. Maths
  - a. Speed.
  - b. Distance.
  - c. Time.
  - d. Measuring.
  - e. Recording.
  - f. Handling Data.
3. English
  - a. Speaking and Listening.
  - b. Subject-specific vocabulary.
4. Geography
  - a. Map-reading.
5. Music



- a. Rhythm.
- b. Tempo.
- 6. Computing
  - a. Use of stop watches.
  - b. Use of iPad, digital camera and digital video.
  - c. Use of spreadsheets for recording and interpreting data.
  - d. Use of the internet.

### **Extra curricular opportunities**

Outside the formal curriculum teachers, outside providers and parents give generously of their time to enable children to participate in school sports clubs. This also provides opportunity to take part in various sporting tournaments and matches after school.

- Many pupils, living close to school, will be encouraged to walk or bike to school. The school encourages this and provides cycle training for Year 5 and 6 pupils in order that they improve and their road safety awareness.
- The school offers after school clubs, where children have opportunities for extending and enhancing their learning through physical activity and sports clubs out of curriculum time. We aim to offer a full range of different activities dependent upon both supply and demand.
- The school is part of Warrington School Sports Partnership which provides a range of competitions for children to take part in, both competitive and non-competitive for all children.
- Warrington Wolves rugby organise a non-competitive tag rugby tournament for our children to participate in.
- The school will organise extra-curricular activities for other schools around Warrington to take part in, including football (mixed and girls only), running, dodgeball and netball.
- The school takes part in a number of after school events organised by other schools in the Warrington area.
- Warrington Athletics organise a cross country event that Years 4-6 take part in during the Autumn Term.
- We aim to get all children taking part in extra-curricular activities throughout the year, that matches their ability.

### **Adults Supporting Learning**

Additional support staff will be used during curriculum and non-curriculum time in order to:

- Support the delivery of high quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff
- Provide support for an individual pupil
- Contribute to any WASSP developments e.g. support the National Competition Framework

All ASL will receive appropriate access to School, LA and SSP training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

All additional coaching staff must hold a current Warrington Borough DBS document.

All additional coaching staff must have good working knowledge of coaching and should be delivering at a minimum of NGB recognised Level 2.



The head teacher and the subject co-ordinator will ensure that support staff are competent before working with the children at a distance from the teacher.

Issues relating to workforce reform should be considered when using ASL during curriculum and non-curriculum PE. These considerations taken from the afPE Safe Practice in Physical Education and School Sport handbook - ninth edition.

### **Staff Development**

Opportunities for the development of all staff should be provided in order to enhance the quality of PE within the school. All staff are expected to commit to a programme of continuous professional development. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated PE Coordinator and should be done in conjunction with the whole school development plan. The PE coordinator will attend CPD meetings and feedback to the school any developments. The PE Coordinator should also ensure that all teaching staff and ASL's are aware of the development opportunities available. The PE Coordinator will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE. Through the WASSP, staff will be provided with staff training days in a variety of sports or can be given feedback on their own teaching.

### **Play Leaders and PE Monitors**

Our school selects Play Leaders from Year 6, who promote and encourage children to take part in safe, physical activities during break/dinner time. They are provided resources and playground game ideas from our MDA's, teachers and PE coordinator. Lessons can be found in our Medium Term Planning and on the Get Set 4 PE website. Our PE monitors are selected from different classes and will provide support to the class teacher and PE coordinator to help set up lessons for PE and return equipment safely. They are also encouraged to provide demonstrations when necessary during PE lessons.

### **Leadership & Management**

The Physical Education and School Sports Coordinator is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan
- Auditing, ordering and reviewing resources accessing any funding available that may enhance the quality of PE within the school
- Renting equipment from WASSP when available
- Ensuring that records and data are kept up to date
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets
- Extending relationships and contacts beyond the school and in the local community

- Stay in close contact with the local high school to allow opportunities for use of their facilities, expertise and support from their pupils
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate

The Physical Education and School Sport Co-ordinator at Broomfields Junior School is

***Adam Gardner***

### **Monitoring & Evaluating**

Subject monitoring and evaluating will be carried out by the PE Coordinator with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in Physical Education

- Observation of teaching and learning, including support staff, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement using Milestone Documents from Creative Steps and Get Set 4 PE
- Record assessment of progress on Get Set 4 PE website
- Pupil interviews
- Use of Koboca to understand pupils' engagement in sport
- Use of Social Media to promote sport and PE

The opportunity for LA / SSP high quality sampling visit

### **Safety Issues**

Safe Practice in Physical Education & School Sport (afPE ninth edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety.

The PE policy is in line with the national curriculum. The subject co-ordinator should work alongside any staff responsible for health and safety within school.

Governors must be involved in the process – it is the governing body that is held responsible. Any policy must be agreed by staff and approved by the head teacher and governors.

In order to ensure the safety of pupils taking part in physical activity the following steps must be taken:

- All equipment is regularly checked by key governors, the site maintenance officer, and the named private provider.
- All staff supervising physical activity have appropriate training and qualifications
- There are sufficient qualified first aid trainers in school
- Class teachers keep a record of all children with a medical condition that may affect their ability to participate in physical activity. Appropriate medication is taken with them when carrying out physical activity
- All pupils should be appropriately dressed for physical activity

- All pupils must follow the behaviour code of stopping immediately in response to a given command
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside of school, this must include a warm up and cool down
- Teachers must carry out a risk assessment prior to beginning their lesson and adapt their activity accordingly
- All pupils should set out the equipment as part of their Health and Safety learning
- Equipment should be carried by children in an agreed manner to ensure safety; it is the class teacher's responsibility to ensure equipment is carried accordingly.
- Fixed equipment is checked annually by a named private provider and a written report maintained in the school building log book.

### ***Risk Assessment***

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

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

- The following should be considered:
- Decide what requires a risk assessment
- Identify the hazard – anything that can cause harm
- Decide who is at risk
- Evaluate the risk
- Record the findings
- Devise control measures to minimise the risk (risk management)
- Inform those affected
- Periodically review the assessment

Example risk assessments can be found in afPE Safe Practice in Physical Education and School Sport handbook - ninth edition.

### **Clothing & Personal Effects – afPE recommendations**

#### **Introduction**

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils

- *Staff* should always be dressed appropriately for physical education, at the very least a change of footwear and removal of jewellery should be undertaken
- Children will come to school on their PE days, wearing the correct PE kit.
- Pupils - contemporary views on safeguarding, personal development and hygiene should be taken into account and children should wear suitable clothing for PE so that they can participate safely. Adornments should be removed. Long hair should be securely tied back. If a child routinely forgets to wear their PE kit to school, then their parents will be notified.
- Clothing for PE should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. For indoor activities all pupils should wear PE kit consisting of royal blue shorts and a white T-shirt. For outdoor activities children must be encouraged to wear appropriate warm clothing
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance. Dance and gymnastics must be done in bare feet. Training shoes must be worn for indoor games activities and outdoor PE.
- Children may be permitted to wear grip socks for certain indoor PE lessons, including gymnastics and dance. These must be checked by the class teacher prior to participation.
- Personal Effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity. Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.

## **What Staff Should Know**

### ***Jewellery and personal adornment***

The wearing of non-essential personal effects continues to pose difficulties in many schools since such items should ideally, always be removed in establishing a safe working environment. Staff has a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working around them. Systems and procedures need to be in place within the changing area to check that pupils fulfil this obligation prior to participation. The following procedure should be applied at the start of every lesson:

- 1.** All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. Particular vigilance may be required when dealing with body jewellery.
- 2.** If they cannot be removed, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape, magnifying the hazards involved, nor is it satisfactory

in situations where close contact is foreseeable. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose.

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

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

**1.** The nature of the activity

**2.** A balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent

Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above in order to determine whether participation with the sensory aid is safe for the wearer and for the other participants.

- Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.
- Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

### ***Indoor footwear***

- Suitable indoor footwear is crucial to safe participation and supervision. Security of footing is essential. Staff may need to respond quickly to prevent a potential injury to a pupil, making effective mobility essential. Pupils need footwear that is capable of transmitting feel for the movement and the surface they are working on.
- Many practitioners believe that bare feet offer a better alternative for these activities, providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, appropriate footwear becomes a requirement.
- Pupils should never participate in socks on polished surfaces. Well-fitting socks maybe applicable on a carpet surface if traction is not affected.
- Grip socks can be worn indoor by children, with permission from parents and the class teacher. These must be checked by the class teacher before taking part in PE
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason of feel described above.
- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet.

### ***Outdoor footwear***

- Whatever the type of footwear worn to give participants stability on outdoor playing surfaces, systematic maintenance is essential. Rule 4 in the FA laws of the game clearly states: A player must not use equipment or wear anything which is dangerous to himself or another player. Although this reference applies to appropriate conduct in football, the principle embodied in this rule is universal. Security of footing is again an essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants.

- Systems need to be in place whereby staff, officials and participants regularly check the safety of the footwear. Procedures also need to be applied whereby participants avoid, wherever possible, walking over hard surfaces to gain access to the playing area. This can result in studs and other traction devices becoming unacceptably rough and sharp, proving hazardous to opponents in competitive games and practices.
- There is an ongoing debate about the safety, or otherwise of bladed boots, with some authorities deciding that they present an unacceptable risk. As yet there exists no conclusive proof, through well documented research that bladed boots present any greater risk than traditional studded versions, providing that adequate care and attention is given to their maintenance.
- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

### **What Pupils Should Know**

Pupils should know that:

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

### **Changing**

#### **Children will come into school in PE kit when they are taking part in PE on that day.**

For after school clubs, children will change in their classrooms with an adult present.

Year 5 and 6 children will change in separate, single sex, locations for their after school club, should they need to.

Changing at Broomfields Leisure Centre is within separate changing rooms.

Separate changing arrangements can be made for other age groups or for children with specific needs if deemed necessary.

### **Equipment & Resources**

All resources are held centrally. Children are responsible for storing and using resources sensibly. This should be under adult supervision and it is the class teacher's responsibility to ensure that the equipment is stored correctly at the end of the lesson. All equipment is catalogued and a list is available from the PE coordinator. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. Equipment can also be rented from WASSP for specific sports or events. This must be through the PE coordinator and returned in the same condition.

Pupils are encouraged to:

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

### **Links with the Community and other schools**

Broomfields Junior School are linked to Bridgewater High School, Priestley College and other local feeder schools. This partnership provides the opportunity for a number of festivals and tournaments. The school also has links through events staged within the Warrington area. The events in which we participate in include:

- Football Tournaments
- Netball Tournaments
- Athletics Field & Track Events
- Cross Country Competitions
- Rugby Tournaments
- Tag rugby festivals
- Rounders festivals
- Multi-skills festivals
- Cricket Tournaments
- Tennis Tournaments

### **Excellence & Sportsmanship**

Excellence and sportsmanship are celebrated by:

- Displays to the class or school
- Participation in sporting competitions
- Sports day
- Certificates
- Participation in award schemes
- Presentation of annual trophies
- Visual display in school.
- Reports in the termly Newsletters to parents.
- Photographs and videos on the school website.
- Updates on the school Twitter, Facebook page to promote our PE and sporting achievements.

### **Accidents**

**Any accidents must be dealt with in the following manner:**

- All pupils should be made to stop and sit down
- The class teacher must use their professional judgement as to whether they have the relevant skill and knowledge to deal with the injury, or if they need to send for a qualified first aider
- All accidents must be reported to the parents of the injured child
- All accidents must be written in the accident book
- Staff must be fully aware of the school accident procedure

### **Off Site Activities**

Any member of staff taking pupils off site for outdoor activities must complete a risk management checklist. A health and safety record for all staff and parent volunteers must be completed to ensure transfer of information. The member of staff in charge will take a first aid kit and have emergency contact details of all children taking part.