



Osidge
School



Physical Education Policy

Ratified: April 2026

Review Date: April 2028

Policy for Physical Education

Introduction

This policy outlines the teaching, management and organisation of Physical Education (PE) at Osidge School. Its implementation is the responsibility of all teaching staff.

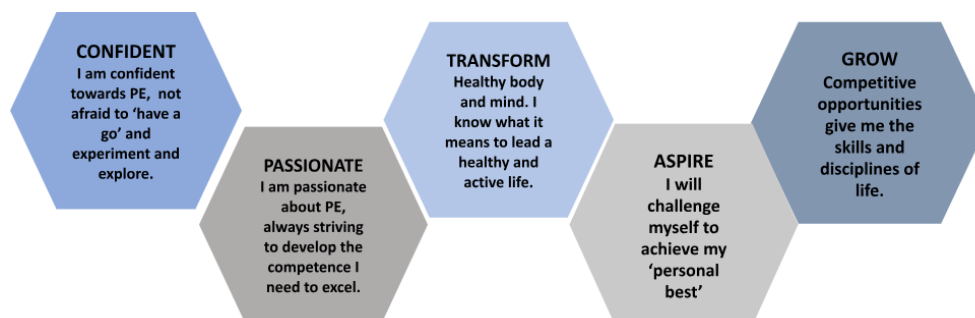
Physical Education, School Sport and Physical Activity (PESSPA) is of the highest quality, experienced regularly and delivered in a safe and supportive environment at Osidge School.

In the Early Years Foundation Stage (EYFS), children are taught fundamental movement skills. Across the school, our aim is to develop pupils' competence as a priority because of its relationship to motivation, enjoyment and its potential to build confidence and engagement in physical activity and sport.

All pupils take part in at least 2 hours of PE every week. The physical activities and sport we teach are carefully selected to match the breadth and depth of the National Curriculum. Our PE programme is coherent and designed to support all children to know more and do more. We aim to reduce inequalities and teach the important knowledge pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

All staff value the important role of PE and its contribution to the whole child. They are determined that all pupils enjoy and participate in sport and physical activity and equip them with the knowledge to make informed decisions about how to live a healthy, active life.

Learning and developing the skills I need for life



Aims of the PESSPA (Physical Education, School Sport and Physical Activity) programme

The school's aims for PESSPA are for our pupils to:

- Develop physical competence in a wide range of physical activities that provide appropriate challenge with acceptable risk.
- Build confidence and resilience to try hard and make progress across all activities.
- Enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills and be able to apply these skills across their wider learning and beyond school.
- Be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them.
- Develop their physical wellbeing through increased stamina, strength and suppleness and recognise the positive impact on their health and emotional well-being from engaging in physical activity on a regular basis.
- Be involved in learning about risk management and their responsibility in this, in order to participate independently in physical activity in later life.

Curriculum Implementation

PE may be the first and only place where our pupils are taught safe, efficient and intelligent movement. It is also a subject where pupils acquire important health-related knowledge to help them make informed decisions about how to live a healthy, active life. At Osidge School, it is considered a unique and valuable area of the curriculum and is prioritised.

- Our physical education curriculum is carefully planned to include a range of indoor and outdoor based lessons throughout the year and provides a varied and progressive learning programme.
- Lesson objectives provide opportunities for children to learn and apply fundamental skills for each year group, from the EYFS to Yr6.

- All children will receive at least two hours of engaging, high quality and enjoyable physical education lessons per week, as well as taking part in at least half an hour of physical activities per day.
- Gymnastics and Dance is taught by the class teacher. An Interactive Physical Education Resource supports teachers with the knowledge and tools to deliver high quality Physical Education. The PE and Sport Premium enables us to hire specialist PE teachers and coaches daily, to deliver a variety of sports in lessons including multi-sport, netball and cricket.
- Appropriate provision is in place to support a range of learning needs and abilities and ensure positive outcomes for all children.
- Children who are less active are highlighted at the beginning of each academic year through our mapping of foundation assessments across all year groups. They are supported in adopting more active and healthier lifestyles.

Curriculum Aims:

Through PE, children will:

- Display enjoyment, challenge and resilience.
- Display our school values which are embedded in all subjects.
- Incorporate cross-curricular links between PE and PSHE (i.e. Osidge School Values, Zones of Regulation) to ensure that children are supported, giving them the best chance at staying mentally healthy.
- Participate in a wide range of sports and physical activities
- Develop and apply teamwork skills
- Develop resilience, determination and drive to achieve their best
- Compete in a range of competitive events across a variety of sport, both internally, but also across Barnet.
- Organise and lead their own activities, events and games, where appropriate (i.e Sports Week for Years 5 & 6)
- Learn for themselves, the importance of positive sporting attitudes. They will develop and model the skills of 'good sportsmanship', including respect for rules and the ability to win or lose gracefully
- Understand the importance of fitness and developing key skills
- Learn through key questions and vocabulary so that children can apply their learning outside PE lessons.

- Learn the basic rules for a range of games.

In the **EYFS**, staff:

- Plan activities that offer appropriate physical challenges and provide efficient space, indoors and outdoors, to set up relevant activities.
- Give sufficient time for pupils to use a range of equipment and wherever possible, teach the children in sessions or small groups.
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movement, alongside their actions.
- Provide time and opportunities for pupils with physical disabilities or motor impairments, to develop their physical skills (i.e. physical intervention programme), working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

At **Key Stage 1**, the curriculum is widened and pupils have access to athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming.

The school provides all pupils with their entitlement of at least two hours of high-quality physical education a week. This is in addition to daily physical activity that is also planned.

A copy of our curriculum documentation for PE is available on our school website.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. For outdoor PE, if weather conditions make it difficult to complete the activity planned, alternative arrangements are made using indoor spaces, with adaptations, still allowing the learning outcomes to be achieved. Indoor PE lessons are scheduled using our hall spaces. Some PE lessons involve elements of class based activities (e.g. evaluating and improving work based on watching video clips from the previous week's learning).

Planning the Physical Education (PE) Programme

We have a clear rationale for prioritising what physical activity we include on our PE curriculum and when it's taught. The national curriculum ambition leads our curricular planning, but we determine exactly what pupils need to be taught and sequence it so they can develop competence over time.

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study. The school uses the ***Complete PE scheme*** of work (online interactive tool that has been customised for Osidge School). The long term and medium-term plans and other useful resources are all stored on our shared drive for all teachers to access, and are updated by the PE Co-ordinator whenever necessary. The PE units are accessible to teachers with their Complete PE log-ins and teachers are to store the lesson plans in their planning folders.

We have selected clear, specific and ambitious end points and staff plan pupils' learning objectives and outcomes to suit the needs of their class. We work hard to identify any gaps in motor competence and address these quickly, particularly fundamental movement skills (*For example physical intervention bags, OT referrals, physical interventions*).

Students with Special Educational Needs and/or disabilities (SEND) are supported to achieve well in PE because staff have clear, specific and actionable information to support them in meeting needs in a PE setting. In addition, staff are informed on how to implement specific strategies for SEND pupils (*For example, physical bags per year group; adaptive PE cards*).

All our PE lessons are planned and structured to contribute to safe learning situations. Good practice equals safe practice.. In the planning stage, we think through the following process:

- 'This is what I want pupils to learn. This is how I plan for learning to take place and ask, "Is the learning experience safe?"
- Students' learning needs are assessed against the scheme of work we use. Safe practice is embedded in the learning process and implemented in every lesson.

All teachers teach their own class for PE, not only to develop the procedural knowledge of the subject, but also because the teachers know their pupils' personal, physical, social and health needs and make cross-curricular links wherever possible.

Each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all pupils, to extend those who are more able and provide appropriate levels of support in order for all pupils to make progress.

The learning objectives are made clear to pupils at the beginning of each lesson and revisited throughout the session.

Teachers monitor pupils' understanding of Safe Practice principles and ability to apply them effectively. Teachers plan assessment opportunities and data shared in the 'Foundation Subjects Assessments', half termly.

Where appropriate, pupils are also taught some of the mental and social benefits of participating in physical activity and encouraged to articulate similarities and contrasts between different activities.

Our school has worked hard in recent years to make purposeful links between PE, PSHE and science and teach pupils age-appropriate knowledge about how to live a healthy, active life.

Each activity includes a warm-up and cool-down relevant to the main activity and learning environment/weather conditions and pupils should be physically active for sustained periods of time in every lesson.

Progressively, they learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to the principles of safe exercise practice.

The use of visual aids and information and communications technology (ICT) is strongly encouraged to enhance learning.

Swimming and Water Safety

PE is a statutory area of the PE national curriculum and all Students at Osidge School have access to swimming instructions in KS2.

The national curriculum aims are to teach pupils to:

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

Swimming takes place for Year 3 pupils, delivered over 10 sessions of 45 minutes per lesson, providing an intensive learning experience.

Lessons are planned and delivered by the pool provider's swimming instructors and class teachers are strongly encouraged to support the sessions. Our school has a good oversight of what is taught and how it is taught.

The instructors provide student assessments with a record of progress.

Water safety is also taught by the swimming instructors with one session dedicated to water safety.

Time allocation

At Osidge School, PE is delivered throughout the whole day. We make maximum use of our facilities. Not all of our pupils learn to participate in physical activity or sport beyond PE lessons, so it's important we use our timetabled lessons strategically to teach all pupils the important knowledge they need to make informed decisions about how to live a healthy, active life.

All classes have at least two hours of PE each week. The lessons are planned to enable the development of more complex skills, knowledge and understanding, such as compositional work using gymnastics apparatus and applying strategies through playing games. All teachers will seek opportunities to develop the learning through a cross-curricular approach.

Time allocated for PE is not sacrificed to provide additional interventions or help pupils to catch up with missed teaching in other subjects.

Pedagogy and assessment

The knowledge to be taught across the years is clearly defined so that staff can use this information to support their planning, selection of pedagogical approaches and assessment.

We work hard to provide the highest quality PE at our school to enable pupils to remember the curriculum in the long term and develop competence in physical activity.

All staff are given opportunities to develop their subject expertise because we know this will provide the best conditions for all pupils to learn the PE curriculum.

Our staff have become increasingly confident in identifying pupils' misconceptions quickly and plan instructions, explanations, practice and feedback to reduce the likelihood of these becoming embedded. We recognise that practice is important for pupils to consolidate their understanding. Together with practice, pupils need to have the knowledge necessary to access the learning.

High expectations are communicated in all subjects at our school and we know how important these are for pupils' engagement during practice. We understand that as pupils improve and demonstrate that they know more and can do more, we can reduce the amount of support we provide.

What we want our pupils to learn in PE has to be communicated clearly in every lesson and we plan for frequent opportunities to check their understanding. Our assessment system is closely aligned to the PE curriculum. As with other foundation stage subjects, we check what pupils know and can do before moving on in the curriculum. Our recent work on the curriculum design has improved the

breadth and depth of what is offered and we are mindful of the need to give pupils enough time to build knowledge and develop proficiency before moving on to a new activity.

We believe modelling is important and encourage all staff to plan how to explain and model different movements and movement patterns. Students and staff are encouraged to name and describe movements, using specific vocabulary as much as possible. Staff are becoming more confident in modelling vocabulary when describing, explaining and feeding back to pupils. We also encourage verbal recall in PE, checking student knowledge.

Our assessment system is used well by staff and is aligned to what is taught. We have identified the knowledge necessary for pupils to build competence in the activities we teach and, as a result, staff have become more consistent in the criteria they use in deciding whether pupils have met particular objectives.

The criteria include:

- Watching pupils perform, talking to them about what they are doing and listening to them describe their work.
- Gathering feedback from pupils of what has been successful and allowing them to set their own targets.
- Using ICT to develop portfolios of pupils' work in PE to show their progression and quality of performance through our PE learning collections.

We have identified 'end points' and these are broken down throughout the unit of work. Pupils know what they are learning and where they are going.

Recording and reporting

We record pupils' progress and track how they are doing against national expectations.

Significant achievements or weaknesses may also be noted in lessons and used to:

- Inform future planning by the current teacher.
- Form part of the statutory annual reporting process and in discussions with parents
- Provide information to ensure continuity of progression throughout transfer between classes and key stages.

Monitoring standards of teaching and learning

Subject monitoring and evaluation are carried out by the subject leader with support from the school leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in E.

- Observation of teaching and learning to assist in the identification of strengths and development needs.
- Assessment of student progress and achievement.
- Student voice
- Staff questionnaires
- Self-evaluation of the subject / School Games Quality Mark.

Extracurricular activities

In addition to timetabled PE lessons, extracurricular experiences are offered to all pupils to increase their competence and confidence in PESSPA. We align our extracurricular provision to our curriculum to provide additional depth to timetabled PE.

Attendance at the clubs and activities is monitored to ensure our extracurricular programme is inclusive.

Our aims of our extracurricular programme are to:

- Provide a balance of competitive and non-competitive activities through intra and inter school events.
- Embed values such as fairness and respect and build character.
- Provide specific movement/general physical activity clubs to develop health and fitness.
- Provide opportunities for pupils to practise what they have learned in PE and receive targeted provision where needed.

To ensure the quality and sustainability of our extracurricular programme, the school will:

- Employ a range of qualified and experienced coaching staff.
- Engage pupils in designing the extracurricular experiences through the Schools Council / Play Leaders
- Ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school / pupils attend clubs).
- Inform pupils and parents of the range of extracurricular experiences.

A copy of our extracurricular programme is on our school website.

Daily Physical Activity

This includes two PE lessons per week, playground activities, fine and gross motor skills interventions, playground mile,

Active Lunchtimes

At lunchtimes, pupils are supervised by trained Play Leaders who provide purposeful skill and health-enhancing activities that aim to improve behaviour, attitudes to learning and healthy living. (e.g. basketball area timetabled, astro football area, further football zones, table tennis, table football, climbing equipment, play construction, dance areas, King square, bicycles and tricycles, running club, football clubs).

Sports Week and Additional Physical Activities

In addition to the above, there is an annual Sports Week which includes a Reception and KS1 sports day and varied sporting activities and assemblies for KS2. There is also a programme of additional in-school and off-site events, including tennis, SEND PE festivals, competitive events focused on athletics, football, netball, cross-country running. From Year to 6, there is a progression of residential experiences, starting with a camping sleepover of the school's field, to a half week Year 5 residential and a full week residential trip in Y6, all of which involve physical activities and opportunities that pupils would not otherwise have access to.

Play Leaders

This is a programme of sports leadership that we run for pupils in Upper KS2. It teaches leadership skills through a whole range of games and activities. The main benefit of the play leaders are:

- Encourages pupils to take responsibility and develop leadership skills
- Develop skills such as organisation, communication, confidence and self-esteem.
- Provides the opportunity for older children to work with younger children thus promoting integrations, social inclusion and most importantly, physical activity.

Staff development

We adopt a strategic approach to developing staff's subject knowledge, and how to teach it, through continuing professional development. All staff receive effective training in teaching our planned curriculum. We also provide appropriate professional development in health and safety matters to ensure staff are confident and competent in all the areas of activity taught. The PE and Sport Premium, funded by the government, is used to upskill all staff where needs are identified.

Leadership and Management

The PE subject leader is responsible to the headteacher and will ensure that the following tasks associated with the role are carried out where appropriate:

- Developing good classroom practice
- Managing the budget including the PE and sport premium, based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole school development plan.
- Posting reports on the school website about the allocation of the PE and sport premium and its impact.
- Auditing, ordering and reviewing the efficiency of equipment, learning resource management to ensure all pupils are well taught.
- Ensuring all equipment is well maintained
- Attending courses to further their own professional development and providing information, support and appropriate continuing professional development for colleagues.
- Monitoring classroom practice and planning, auditing needs for continuing professional development to ensure high-quality delivery and impact on the children is achieved.
- Making all resources available to staff, including schemes of work and resources to support learning.
- Extending relationships and contacts beyond the school and in the local community.
- Keeping up to date with and implementing any national, employer and local developments as appropriate.

Support staff and external coaches

These include classroom assistants, teaching assistants, learning mentors, visiting coaches, sports apprentices and volunteer parents, but not trainee teachers.

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

- Support the delivery of high-quality PESSPA
- Enrich or enhance the activity pupils are undertaking
- Provide training opportunities for staff linked to PE
- Provide additional opportunities for extracurricular experiences.

All adults supporting learning will receive appropriate access to relevant professional development to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice. No support staff should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the pupils in their care, whether through direct or indirect supervision. The teacher always maintains overall responsibility for what is taught and the conduct and well-being of the pupils.

Equality, diversity and Inclusion

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.

Please see our whole-school Equality, Diversity and Inclusion Policy.

Health & Safety

We follow the PESSPA guidance provided by the Association for Physical Education (afPE) Safe Practice in *Physical Education, School Sport and Physical Activity*. This is a comprehensive guide to safe practice and managing risk in PESSPA and a copy of the 2025 edition is available online.

Safe Practice in Physical Education, School Sport and Physical Activity (2025)

Safety Practice in Physical Education should be paramount when planning PE activities. All teaching and non-teaching staff should be aware of the following document and know where it is located in the school. This document can be found with the PE Co-ordinator (Online membership). Teachers review the generic Risk Assessment and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

- First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.
- Regular checks should be made on all equipment. The Co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.
- All large items of PE equipment are inspected annually by an independent safety officer under a contract. ('Continental Sports' undertake this task, usually in the summer term).
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. (See P468 Safe practice)
- Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc.).
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. It is recommended that children do not wear any jewellery for PE lessons.
- Good class control is fundamental to safety.
- Children must know the importance of responding readily to instructions (refer to school behaviour policy for procedures in event of unacceptable behaviour).

The afPE Safe Practice document is shared with teachers to access for information.

Risk Assessment / Managing Risk

In PESSPA, safe teaching is achieved where this is a balance between appropriate challenge and acceptable risk and the likelihood of injury occurring is minimised.

A logical and structured approach to preparations is an essential part of effective teaching, managing and learning.

Suitable and sufficient risk assessments are carried out in line with the statutory requirements under the Management of Health & Safety at Work Regulations 1999 and significant risks are reported to the Headteacher.

Risk assessments for the hall and outside area for PESSPA are shared with staff.

Teachers are also encouraged to review any risks prior to lessons. 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 whether an alternative approach could be used.

Concussion

If a student has a blow to the head, they must be removed immediately from the playing area and medical care sought as soon as possible.

All concussions need to be taken seriously

Incidents can happen on the playground, in the PE lesson, in the EYFS environment, in extracurricular activities, in the corridor, in fact anywhere in the school.

Loss of consciousness occurs in less than 10% of concussions and is not required to diagnose concussion.

Spotting head impacts and visible clues of concussion can be difficult, so adults are directed to seek the attention of our Welfare Assistant. In EYFS, there is a trained paediatric member of staff in each classroom.

Concussion recovery time varies. Most symptoms of a concussion resolve by two to four weeks, but some can take longer. Everyone is unique in their recovery duration which is why a graduated return to activity is important to reduce the risks of a slow recovery, further injury and longer-term problems.

Physical Contact

Physical contact for reasons of safety, support, providing confidence or demonstration is typical withing PESSPA situations (e.g. supporting a balance in gymnastics). Pupils are made aware beforehand of the purpose of such provision, what form it will take and that they confirm that this is acceptable to them.

Weather Conditions

Students should wear sufficient and appropriate clothing for the weather conditions in order to minimise the likelihood of injury or hypothermia in cold conditions and illness or heatstroke in very hot conditions.

Our policy is when pupils are participating in PESSPA during hot weather, parents are reminded to provide sunscreen protection for their children. We ask parents to apply the protection before the children come to school.

We also ask parents to ensure pupils arrive at school in hot weather wearing a hat and that this is worn for outdoor PE lessons and at playtimes. Pupils are expected to bring their own water bottles to school everyday, which can be refilled in class or using the water fountains in the playground.

Clothing for outdoor lessons and activities should allow good freedom of movement, but will also need to offer some insulation from cold weather in winter months. Additionally, layers for warmth are advisable.

PESSPA Clothing and Footwear

Students should wear clothing that is fit for purpose according to the PESSPA activity, environment and weather conditions.

A list of the school requirements covering PE kits is on the school website. At Osidge School we have a gender neutral kit.

All children should have a clearly named PE kit at school every day. Our PE kit consists of:

- A pale blue T-shirt with the Osidge logo.
- Navy blue shorts or tracksuit bottoms – see order form for shorts.
- Trainers or plimsolls – that fit properly, can be properly tied up and are different to shoes worn in school
- A PE bag (for Reception pupils) – a proper bag clearly named, not a plastic carrier bag

Plain navy or black tracksuits may be worn for outdoor activities during cold weather. Gymnastics and dance should be performed barefoot for improved grip and safety and to promote better quality movement and technique. However, in exceptional circumstances, rubber-soled socks may be worn - for example, where a child has a verruca.

For health and safety reasons, jewellery (including watches) should not be worn during PE lessons. On PE days, parents and carers are requested to ensure that their child's stud earrings are either removed or covered with microtape before attending school. Non-stud earrings must not be worn.

Each class has spare items for children who forget their PE kit. Children who persistently forget to arrive in their PE kit on their allocated PE day should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation (available from the PE Co-ordinator).

In the summer, children are expected to wear hats and sun cream.

For Year 3 children, a swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice. Children with long hair must wear swimming hats

Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher.

Non-participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper, etc.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

Long hair worn by pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

For classroom-based movement in a limited space or playground activity, it is acceptable for children to remain in their school uniform. During this type of activity, children work within a small area or on the spot and safety concerns linked with slips, trips and falls are reduced.

Religious and cultural clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

Clothing for PESSPA - Staff

Clothing and correct attire for a particular PESSPA activity represent important features of safe practice that apply in equal measure to both staff and pupils. Staff should always endeavour to change into appropriate clothing for teaching PESSPA. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

Changing Provision

This principle is about ensuring dignity, decency and privacy, where needed, be it for reasons of physical development or their individual needs.

Currently, children in Key Stage 1 and Key Stage 2, come to school dressed in their PE kits during their PESSPA days. In Reception, children change in their classroom, supporting the 'Managing Self' strand of the Early Years Curriculum. Staff are present during changing times to ensure pupils are safe at all times.

In the event that a student needs to change at school, as our school lacks purpose-built changing rooms, Key Stage 1 and Key Stage 2 pupils will change in classrooms.

Equipment and Resources

The majority of PESSPA equipment is stored in the PESSPA shed on the back playground outside Year 1, with the exception of some smaller equipment, which is kept in the lower hall or upper hall.

The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of the pupils in order to enhance learning.

Students are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (with staff supervising)
- Learn any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PESSPA subject leader as soon as possible.

Any piece of apparatus where damage is observed must be isolated from use and reported. No groups or individuals should be able to access the resource until such time as it is made safe. Any out-of-use equipment will be labelled as such.

The PE and Sport Premium Funding

Since March 2013, the government has dedicated an annual primary PE and sport premium that goes directly into primary schools. It continues today and schools are required to publish details of how they spend their PE and sport premium grant and evidence the impact of this funding. Details of how we spend the PE and sport premium funding can be found on the school website.

At Osidge School, the PESSPA subject leader liaises with the Senior Leadership Team on the PE and sport premium funding and all matters pertaining to PESSPA.

Review of the PESSPA Policy

The review of our PESSPA Policy takes place every two years or if any incidents or significant changes occur.

Appendix

Apparatus Handling

Pupils should be taught how to lift, carry, place and use equipment safely.

The practice of leaving apparatus out for a series of lessons should be avoided if at all possible for three reasons.

- The apparatus may not be suitable to the theme being taught.
- The children may not have adequate safe space to carry out the warm-up/floor-work which is a necessary prelude to apparatus work.
- The height of cross poles, ladders and other apparatus may not be applicable to the age range that is following another into the gym.

Trained children are able to move quite complex apparatus arrangements in a short time.

The number of children required to lift and carry pieces of apparatus will vary according to their age, size and strength/ability.

When planning the layout, consider the order of getting out and putting away apparatus. Although mats are often put out last and put away first sometimes it saves congestion if some groups get out the mats, whilst others get out apparatus e.g. tables and stools followed by planks and benches.

Mats

2-4 children.

2 lift together, or 4 with heavy mats and younger children.

Thumbs on top, walk forwards.

Benches

4-6 children.

Carriers stand either side.

Insist that children sit down off the apparatus when they have finished setting it out and never touch, or use it, until checked by the teacher.

Apparatus Handling

When lifting and lowering apparatus the knees should be bent and the back kept straight. The strain is on the thighs rather than the back.

Planks, Poles & ladders

4-6 children (As for benches).

The equipment is placed on the floor. If the item is to be inclined, and fixed below head height, 2 children lift one end over the bar and secure the screws onto it.

It may be necessary for the teacher to assist children, especially if the item is to be fixed above head height.

Ropes

2 children.

Ropes are guided out safely to the end of the track-way. They should never be knotted.

Wall Bars

2-4 children.

1 or 2 children on each handle. With younger children, another on each frame holding a bar. Sections of the frame are moved in unison. The bolts should be secured in the floor plates and straining wire tightened. When the wall bars are returned to the wall position, check the bolt is resting in the wall bracket at the top of the frame.