



All teachers should consider and apply the following principles when planning and teaching PE:

People-related Principles

- **Knowledge** to teach the activity safely in relation to the ability levels of the students and demands of the activity. An adult who does not have QTS may deliver PE (if deemed competent by the headteacher) but *must always* work under the supervision and direction of a qualified teacher. Where anyone delivering PE feels they lack the competence necessary to safely teach aspects of PE should discuss it with the head teacher.
- **Forethought** by planning for and thinking logically through the lesson – ‘This is what I want to do; this is the way I want to do it; this is how I will approach it with the students; is it safe?’ This includes ensuring that any equipment to be used is safe and fit for purpose.
- **Observation and analysis skills** to ensure that what is going on is safe and, if it is not, know what to do to make it safe.
- **Discipline, control, behaviour and group management skills** to organise and maintain a safe learning environment for all. (Regular scanning, suitable positioning, considering group sizes)
- **Knowledge of the students** to cater for their individual needs, confidence, previous experience, behaviour, abilities, health and fitness profiles, medical conditions, stage of development, religious and cultural needs, vulnerability and understanding of their safety awareness. Visiting coaches should be provided with relevant information before the lesson. Any appropriate medication (e.g. asthma inhalers) should be taken into the hall, or on to the field during a lesson.
- **Managing support staff** involved in the lesson – do they know their role and responsibilities, and do you keep each other up to date on relevant student and school information?
- Your **footwear, hair, personal effects and clothing are suitable** for practical activities.
- **Student clothing** is appropriate for the activity and weather conditions.
(Where pupils do not have appropriate clothing they should take some other part in the lesson. If this happens two weeks in a row parents will be contacted).
- **Student footwear** is appropriate for the activity and work surface, and provides traction. Any implications of mixed footwear are considered. Children should be barefoot for dance and gymnastics. Socks should never be worn alone.
- **Long hair is tied back**; fingernails are appropriately short to prevent injury to themselves or others.
- **Student personal effects**, including jewellery and cultural or religious adornments, have been removed or the situation adjusted to make it safe for participation with the personal effects if they cannot be removed. Pupils should remove their own earrings or be able to adequately tape them, independently. The taping should be sufficient to prevent the stud post penetrating the bone behind the ear, if an unintentional blow is received. Where the teacher cannot identify any reasonable alternative organisation strategy to make the situation safe, the student should take some other part in the lesson. The teacher will determine whether sensory aids need to be worn for safe participation and amend the activity, to ensure it is safe for all involved.
- **Personal protective equipment (PPE)** is worn by students where it is deemed necessary for safe participation, or the activity is amended to enable safe participation without the PPE. It is the parent’s responsibility to provide PPE deemed necessary by the teacher.
- **Students’ involvement in, and responsibility for, their own safety** relevant to their age, ability, experience and awareness by checking their understanding, providing opportunities to assume appropriate levels of responsibility and giving clear instructions. Children should learn about safe practices.

- **Safeguarding** procedures are followed – physical contact, recognising signs of abuse, disclosures of abuse, travel, residential. All visiting coaches will have DBS checks.
- **Parental consents** are obtained, where relevant to the activity. E.g. off-site activities.

Context-related Principles

- The school's **policies and procedures** relating to physical education are known and applied, such as dealing with emergencies or physical contact with students. (Health and Safety, Safeguarding, Behaviour)
- **Changing provision** is checked in terms of safety, security and supervision appropriate to the age and/or development stage of the students.
- **Movement to the work area**, whether on or off site, is orderly and safe.
- **Work space** is visually checked to ensure it is safe, sufficient for the group size, nature and demands of the activity and the skill levels of the students, noting any obstacles, damaged areas or leakages etc. The teacher should ensure that the floor is not too wet and should condition, limit or abandon activities. Obstructions should be removed where possible or pupils made aware of them.
- **Fire safety provision** and evacuation routes are checked as you enter a facility and before the lesson commences.
- **Injury, emergency evacuation or critical incident procedures** are known and applied as relevant whether on or off site. Teachers will carry a red card if they are delivering a PE session without an additional adult, to allow support to be called for. If working off site, teachers should have access to a mobile phone.
- **Equipment** should be visually checked prior to the children using it, faulty equipment should be reported to the PE coordinator. Pupils should be encouraged to report faults to their class teacher. Large specialist equipment is inspected annually by a specialist company. It is the class teacher's responsibility to ensure that equipment is stored safely after a lesson. Pupils should be taught how to lift and carry equipment safely. Equipment should be used for the purpose it was designed for.
- **Safety and rescue equipment** is readily to hand throughout the lesson.
- **Electrical equipment** has been certified as safe to use by the school's system for testing such equipment.
- **Walking routes** taken by students going off site are known and checked so safety procedures are adequate.
- School procedures for the safe use of any **transport system** are known when taking groups off site, such as safe embarkation points, legal driving requirements and passenger lists being available to ensure immediate emergency contact with parents.

Organisation-related Principles

- A well-structured and differentiated **scheme of work** is used to set appropriately challenging work. Teachers and staff use Get Set for PE.
- A consistent **lesson structure** that includes introductory activity (including appropriate warm-up), technical development, consolidation of skills and concluding activity (including appropriate cool-down).
- Clear **learning outcomes** are identified and shared with the students, with safe strategies to achieve these whereby the benefits of the experience outweigh the likelihood of injury occurring.
- **Progression and pitch** (level of demand) of the activity are carefully planned and developed, checking that students are competent, confident and appropriately prepared before moving on to more complex or demanding tasks.

• Regular and approved practice is used (ie that based on local authority, professional association, governing body of sport or other reliable guidance) so any improvisation strategies are rare, used with caution and only after due forethought about the possible safety factors.
• A safe learning environment is established through a clear explanation of the task, checking understanding, observing the students' initial response for safe standards, and then reinforcing the instructions and amending or developing the task for individuals in order to maintain a safe but challenging learning situation.
• Particular students are monitored closely, such as those with visual, hearing, cognitive, behavioural, confidence or any other individual needs to check they understand the task and can learn within an environment that is safe for them, and support staff can be guided accordingly.
• Your teaching or observation position enables frequent scanning of the whole class to ensure safe practice is maintained, particularly when you move into the work area to support and develop a small group.
• Preparation for the lesson is sufficient for the weather conditions and demands of the activity, specific to the activity, where appropriate, and performed safely and accurately in order to be effective in preparing the body and mind for the activity.
• Match the students in terms of size, ability, confidence, previous experience in teaching situations and the first stages of competition and also consider any implications of managing mixed-gender activities.
• Accurate demonstrations and explanations are provided in a form that enables individual perceptual preferences – visual, aural and kinaesthetic – to be used to develop understanding and competence.
• Rules are strictly applied in games and combat sports.
• Staff participation in student activities is restricted such that your role is simply that of enabling increased fluency in a game situation, as in pausing the flow to establish better positions to receive passes, and ensuring that where any physical contact between you and students is necessary, it is conducted in an appropriate manner such that it cannot be misconstrued or misused.
• Rehydration provision may be a safety factor because of the weather conditions or demands of the activity. Determine whether there is a need to allow students to use sun protection in strong sunlight.
• Monitor the group for signs of fatigue, adjusting the level of demand and participation accordingly.
• Build contingency planning into your preparation for on-site and off-site activities in the event that a situation arises where the possibility of injury increases.
• Ongoing safety checks are maintained throughout the lesson and consideration given to how the planned activity or organisation can be amended to maintain that safe standard where doubt is established. This is sometimes referred to as a dynamic risk assessment.

Monitoring and Review

This document will be reviewed annually and will be read in conjunction with the Health and Safety Policy.

Next Review October 2025

Subject Specific Issues

Athletics

- Restrict multi event lesson, there should be a maximum of 4 activities and only 1 should be a closely supervised throwing event.
- Check that work areas for approach and release throwing, take off in jumping events and all running events are stable, level, smooth and non-slip.
- Primary children should only use soft throwing implements.
- All throwing implements should be carried and retrieved at walking pace and should be carried over the throwing line.
- Children should only enter the throwing zone when indicated to do so by the teacher.
- Those waiting to perform should stand well behind the throwing line.
- Throwers in group situations should throw sequentially in a predetermined order.
- Staff and students need to check that possible lines of flight are clear before allowing throws to commence.
- Primary children should become competent in basic feet to feet techniques for jumping.
- Stands and poles for jumping should be erected to allow the pole to fall easily if struck.
- Only low level hurdles should be used and positioned correctly, allowing them to topple if struck.

Dance

Teachers should address:

- Good alignment of the head, spine, hips, knees and feet with no overarching of the back.
- The neck not being cramped when rotating the head, or taking the head backwards,
- Avoiding bumping or banging when landing or taking weight onto different body parts
- Knees positioned over toes when bending, with ankles not turning outwards when standing on the toes.
- Pupils will not lift each other during dance activities but may support each other's weight. The teacher will determine whether the children are sufficiently strong and spatially aware enough to do so.
- Spatial awareness.

Games

- The teacher should ensure that balls are inflated to the correct pressure and free from splits.
- Goal post and nets should be secure so as not to topple over. Any temporary goal posts and nets should be put away after the lesson.
- When using multiple pitches, 2m 'run off area' should be left between them.

Football

- All children should wear similar footwear. Shin pads should be worn if children are wearing football boots or in competitive matches.

Hockey

- Goalkeepers should remain on their feet whenever possible.
- Players should be taught to exercise good stick and ball control at all times. The stick must remain under waist level.
- Children should be taught to push the ball in a controlled manner.
- Mouth guards and shin pads should be used in competitive matches.

Netball

- Posts should be stable with suitably weighted bases, which should not project on the court.

TAG Rugby

- We do not introduce contact rugby.
- The ball carrier must remain on their feet at all time and should not dive over the goal line
- Mouth guards and shin pads should be used in competitive matches.
- The pupils should not pull the ball out of an opponent's hands.

Tennis

- All rackets and nets should be in good condition.
- Hard balls are used for outdoor play only. Sponge balls should be used indoors.
- Courts should be arranged in the same direction of play.

Kwik Cricket

- PPE is not necessary as the equipment is lightweight.
- Pupils waiting to bat should be positioned safely.
- Pupils should run with their bats.

Rounders

- Rounders posts should be of appropriate height.
- The ball should not be pitched until the batter is fully ready.
- Rounders bats should be carried when running between bases and never thrown down.
- Backstops should be positioned to avoid backswing.
- Pupils waiting to bat should be positioned safely.

Gymnastics

- Clothing should not be too loose.
- We do not use rebound jumpers, trampolines or trampettes.
- Staff should only use spring boards if they have received the appropriate training. When jumping on to the spring board children should be taught to have their arms down.
- We do not introduce straddle vaulting.
- Students should be involved in moving and assembling apparatus.
- Mats should be carried by the sides not by the corners. Two children on each long side
- Benches should be carried by children walking on either side of the bench and all facing the same way (min 4 children).
- Apparatus is checked annually, staff should also ensure apparatus is safe before allowing the children to use it.
- When using the wall bars, the teacher should agree an appropriate height with the pupils, depending on their competence and confidence.
- Mats should only be place at exit points (places children are allowed to jump off). They should not be placed around wall bars or A frames.
- The activity should be stopped and children should not be in contact with apparatus if it is necessary for the teacher to resolve an emergency or organisational issue.
- Physical support may be necessary when teaching more complex skills.
- Forward and backward rolls are taught using procedures agreed in training.