

# Grouville School Policy for Physical Education 2019

Teamwork, Respect, Enjoyment, Discipline and Sportsmanship.

## Introduction.

At Grouville we believe that physical education, experienced in a safe and supportive environment, makes a vital contribution to a pupil's development and health. The physical education curriculum provides the opportunity for pupils to increase their self-confidence through an ability to manage themselves successfully in a games, gymnastics, dance, athletics, outdoor adventurous activities and swimming.

A balance of individual, team, co-operative and competitive activities cater for individual pupil's needs and abilities. The school's scheme of work is based on progressive learning objectives which provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is also considered as an excellent vehicle to facilitate access to other aspects of the curriculum.

## Above all

As a school we believe that the vital ingredients for successful children's P.E. are that lessons and extra-curricular activities should be

1. Fun and enjoyable,
2. Active and
3. Times when children experience success.

## Aims

For children to:

- execute a range of movement sequences,
- organise equipment and apparatus, and begin to design and apply rules,
- develop an ability to remember (adapt and apply knowledge) practical skills and concepts in a variety of movement based activities,
- promote positive attitudes towards health, hygiene and fitness,
- foster an appreciation of safe practice,
- learn, practise and refine skills through a range of relevant movement based activities,
- develop a sense of fair play and sportsmanship,
- develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- foster an enjoyment, and positive attitude to physical activity.

## Objectives

- Children will participate in a range of movement activities in order to develop personal physical skills.
- Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement.
- Children will be made aware of physiological changes that occur to their bodies during exercise and how to respond to these.
- Be given opportunities to develop co-operation to achieve shared goals.
- Be given opportunities to develop personal characteristics like initiative, self-reliance and self-discipline.
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged.
- Be given the opportunity to develop areas of activity of their choice in extra-curricular time as they progress through the school.
- Be given opportunities to reflect on the performance of others and themselves.

- Make full use of the facilities and to begin to prepare a child mentally and physically for Key Stage 3 and beyond.

### **Resources**

The facilities for the teaching of physical education at Grouville are good. There are seven teaching areas in the school.

1. The hall for teaching of gymnastics, dance and games skills during wet weather.
2. The all-weather area.
3. The outdoor hard areas for games skills teaching and some matches.
4. The main field for games skills teaching and matches. (This can be divided into several areas and easily accommodates two classes).
5. The lower field areas can be used for games skills teaching, play and activity.
6. The front of the school has an area for play and physical development, using permanent large apparatus.
7. The classrooms can be used for theory and some movement activities.

The P.E. store next to the hall is well stocked, labelled and is maintained by the P.E. co-ordinator.

Football goals on the field are regularly checked by the site manager and P.E. co-ordinator.

Hall apparatus is checked annually by an Education Department appointed agency; but all staff are responsible for reporting damage or wear and tear to equipment.

Teachers have access to the scheme of work, appropriate literature and safety advice which is held by the P.E. co-ordinator.

### **Training**

Training is offered to staff through the Education Department run courses and by courses run by the Jersey Sport and local clubs. The P.E. Co-ordinators have also supported and organised learning support alongside Jersey Sports Foundation and Jersey Sport.

Jersey Sport and Qualified Sports Coaches regularly work alongside teachers delivering sessions and this helps to raise the standard of teaching.

### **Planning**

The Physical Education curriculum and scheme of work developed at the school covers the games, gymnastics and dance areas of the National Curriculum. The current scheme of work is being reviewed in line with the National Curriculum 2014. Different year groups will modify and add to the scheme plans to fit with the changing curriculum.

Grouville ensures an appropriate balance and distribution of work across each term, by following the Val Sabin Scheme of work for Games, Gymnastics and Dance.

Good lessons should contain the following elements:-

**Purpose, Progression, Pace, Coherence, Differentiation and Pupil responsibility.**

### **Assessment / Monitoring**

The Head Teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the Subject Leader and staff. The P.E. co-ordinator monitors the subject to ensure coverage and progression. The end of year report will also form the formative report of a child's progress, strengths and weaknesses in this subject.

### **Inclusion**

All children will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the co-ordinator and SENDCo (if applicable).

Many of the children at Grouville are performing at the highest standards and the school has taken steps to recognise and develop these exceptional athletes. Grouville has a strong link with Le Rocquier School and children exhibiting high performance are highlighted to the staff at all the secondary schools.

The P.E. co-ordinator at Grouville have made links with Tennis, Cricket, Football, Hockey, Triathlon and Athletics clubs, so that children can perform at island, county, national and even international level.

There are a wide range of extra-curricular activities available that children can participate in and represent the school at football, cross country, athletics, netball, hockey, cricket and tennis. In this respect the PE curriculum fulfils and exceeds the needs of many pupils. The planned curriculum should takes into account pupils with individual learning plans (ILPs) that may address sensory, physical, cognitive, emotional and/or behavioural difficulties. Where appropriate, arrangements for extra adult and/or specialist help may be sought.

### **Health and Safety**

The safety of children in lessons is of paramount importance. All units of the scheme of work are risk assessed and these are collected and added to the lesson plans.

All P.E. safety issues are covered by the BAALPE publication 'Safe Practice in P.E.' or upon advice from the Education department.

The general teaching requirement for health and safety applies in this subject. Pupils should be taught to consider their own safety and the safety of others at all times. Safety aspects are discussed with pupils prior to and during each PE session when they are asked to identify risks to themselves and others e.g. appropriate noise/voice levels, use of space, distance, and environment. Pupils are taught how to improve their own abilities to assess risks.

All staff must know what action to take, including calling for assistance in the event of an accident.

- Pupils must be dressed appropriately for P.E. lessons.
- Class teachers will include a visual sweep of any teaching area to check for safety issues.
- Inhalers for pupils suffering from asthma and other necessary medicines must be readily accessible.
- Teachers should set a good example by wearing appropriate clothing when teaching P.E. e.g. trainers, tracksuits, which in-part is also for their own safety. Members of staff are also encouraged to follow safe guidelines in regard to their jewellery.
- Teachers must sign each year to say they are up to date with the staff handbook, health and safety document.
- Pupils must be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils must be made aware of safe practice when undertaking any activity, (e.g. not jumping or running in front of others, etc). This is an integral part of teaching.
- Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.
- In Primary Schools where PE lessons often take place in a school hall used for many other activities, apparatus should be placed taking into account all other equipment and obstacles in the room e.g. piano, radiators, doors. (see risk assessments).
- Regular checks are made on all equipment. The Subject Leader should make frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the Subject Leader if any items show wear and tear. Any items constituting a danger should be taken out of use immediately and the Subject Leader informed of any faults. All large items of equipment are inspected annually by an independent safety expert under a contract from Education Department and Property Holdings. The BAALPE publication 'Safe Practice in PE' should be available to all staff.

### **PE Kit**

- Pupils need a T Shirt, or vest and shorts for indoor P.E.
- Pupils wear no footwear in the hall for gymnastics and dance, but may do so if a session involves a significant amount of high impact activity.

- Pupils need an additional sweatshirt and tracksuit bottoms for outside P.E. These are essential when the weather is chilly. Additional layers of appropriate clothing are encouraged during cold weather, as cold children do not learn or enjoy P.E. when they are uncomfortable.
- Pupils must wear plimsolls or trainers for games outside.
- Pupils participating in extracurricular clubs must change out of their whole school uniform and wear their Physical Education kits. All regular P.E. rules apply to these activities.

### **Jewellery and Hair**

- No jewellery, including watches, should be worn for any physical activity.
- Parents should be informed of the class P.E. timetable so that they can remove earrings for that day. Any items of jewellery removed by the pupils themselves should be put safely in a draw or tray in the classroom.
- There are some occasions when jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed.
- In these cases the stud should be taped over and this will protect the ear (maximum of 6 weeks only).
- Long hair must be tied back.

### **Risk assessment**

Risk assessments are regularly updated and saved as part of the P.E. planning. These are stored in the Risk Assessment section in the Teachers' shared folder.

Risk assessments are reviewed regularly and should be updated as circumstances and children change.

### **Timings**

It is expected that all children in years 1-6 will complete 2 hours of P.E. each week. Ideally this would be an hour of games and an hour of gymnastics or dance in the Autumn and Spring terms and an hour of games and an hour of athletics in the Summer term.

Swimming will substitute one of these hours and is targeted in years 4 and 5.

O.A.A. is taught during off-site residential courses in years 3, 4, 5 and 6.

In addition to the timetabled P.E. sessions staff will lead short periods of physical activity in class to develop co-ordination and general activity levels. Extra playtimes and short times using limited P.E. equipment are encouraged as 'brain-breaks' for the children.

### **Role of the Coordinator**

The role of the P.E. Coordinator involves:

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring lessons keep to correct health and safety guidance through risk assessment.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra-curricular activities.
- Ensure standards remain high in each year group through effective monitoring of the subject.

### **Teaching Methods**

All lessons throughout the school are taught as class groups following the scheme of work. Currently one lesson a week (and in some cases two) are taught by the P.E. co-ordinator. Some lessons may on occasion be taught alongside a sports coach or Jersey Sport coach.

Swimming lessons are always taught by a specialist swimming teacher employed by the Education Department alongside a class teacher who has taken the STA Level 2 qualification.

## Teaching and learning

Our principal aim is to develop the children's fitness, knowledge, skills and understanding in P.E. and we do this through a mixture of whole-class teaching and individual/group activities.

Grouville School adopted the Val Sabin scheme of work in 2008. It was recognised that many primary school staff are not experienced in this subject and this structured, progressive scheme for Games, Dance and Gymnastics was adopted as an ideal tool for all staff.

Each lesson within this scheme has a warm-up activity, main skills, practice activity and a plenary. Within lessons children have the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events,
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. execution of different dances,
- grouping children by ability and setting different tasks for each group, e.g. different games,
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

## Entitlement and curriculum provision

### **Four Areas of P.E.**

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

### Foundation Stage

Physical development of pupils in the Nursery and Reception is an integral part of their curriculum. In addition to this, fine motor skills are constantly being developed through the range of activities provided in the classroom. The pupils also benefit from outdoor play and P.E. equipment to help develop their gross motor skills, co-ordination and control. The time spent in this area should be used to build upon and reinforce the skills practised in the curriculum lessons. The Physical Education curriculum within the foundation unit follows objectives set out in the Early Learning Goals. The pupils gain the basic skills of spatial awareness, control and co-ordination in the way they move; and control of balls, beanbags, hoops and ropes. Pupils should be given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate.

Children in Reception receive a one hour lesson of games, dance or gymnastics. This lesson will include periods of play and free choice with equipment, but will also include structured teaching to develop 'co-ordination, control, and movement.'

### Expectations in P.E.

EYFS The early learning goals - P.E. relevant areas highlighted in yellow.

#### Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### Key stage 1

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

Pupils should be taught to:

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

Key Stage 1 pupils should be taught the knowledge, skills and understanding through dance, games and gymnastic activities.

### Key stage 2

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination,
- play competitive games, modified where appropriate [for example, tag rugby, basketball, cricket, football, hockey, netball, 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.

During the Key Stage 2 pupils should be taught the knowledge, skills and understanding through five areas of activity:

- a. dance activities
- b. games activities
- c. gymnastic activities

and two activity areas from:

- d. swimming activities and water safety
- e. athletic activities
- f. outdoor and adventurous activities, e.g. cycling

### **Staff competence and qualifications**

Teachers with responsibility for the planning and delivery of P.E. programmes should have satisfactorily completed appropriate initial and/or in-service training which cover all those aspects of activity required to be taught, as recognised by the Education Department.

Head teachers should recognise that it is unwise for unqualified teachers to teach in areas where they lack the appropriate experience and expertise, particularly where there are safety implications. Staff should only take responsibility for lessons that they are trained and confident with. Swimming and outdoor adventurous activities should only be delivered by appropriately experienced and trained staff

When coaches and teachers from outside the school deliver part of the Physical Education curriculum we need to be satisfied that such personnel have the competence and confidence to deliver the curriculum. It is the responsibility of the class teacher to intervene if there is concern about the delivery of a lesson.

### **Participation**

P.E. is not optional but statutory. Occasionally a pupil may not be fit to take part physically and then they should be asked to observe giving feed back. This will enable them to learn and understand the work alongside their active peers and they will be better prepared when they do join in actively. There should be maximum participation in all PE lessons unless a parent has made communication with the school, following school policy. Pupils should be taught about health related fitness. Non-participants can be involved in e.g. officiating, contributing to strategy or composition, helping organise equipment etc.

### **Cross curricular links**

Opportunities within the PE curriculum can be used to develop other areas of the curriculum. These could be:-

**Literacy:** Speaking and listening skills should be prompted through evaluating and appraising work produced by themselves and their peers. Pupils should be encouraged to offer constructive criticism and discuss methods to improve their work. Literacy may also be promoted through the pupils recording their sequences, games and ideas as reminders; or as a working document for other groups of pupils to use.

**Numeracy:** Elements of problem solving can be approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage 1 and Foundation number work can be evident through practical games and warm up tasks.

**Science & Personal, Social and Health Education (PSHE):** Physical Education contributes to the pupils' personal and social skills throughout the subject, encouraging pupils to interact with all and abiding by game rules. It offers the pupils opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the pupils the opportunity to experience how their body works in different situations.

**Humanities:** Dance related to different geographical locations, religious groups and historical periods can be a useful tool to embed children's awareness and understanding of historical and cultural differences. Used sympathetically dance can enrich and extend children's understanding.

**Spiritual, Moral and Cultural Development:** The structure of the Physical Education curriculum and after school clubs expects pupils to work with all pupils irrespective of race, sex or ability. This enables the pupils to gain respect for everyone therefore gaining a better understanding of themselves and others.

**ICT:** To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. iPads, digital camera, digital blue camera, internet resources, video clips etc. Collection and use of data handling relating to heart rate, step collection data, different sports, etc. could be used for mathematics based ICT investigations.

If there is adequate staff resourcing, the use of ICT may be of benefit through evidencing children's work, and as a modelling tool. However ICT must not distract from the key teaching and learning of each lesson. There is a body of evidence (Students, Computers and Learning: Making The Connection OECD/PISA report 15/09/2015) that ICT can have a negative impact on learning and before it is fully embraced in Primary School P.E. it must be proven to be of significant value.

### **Organisation**

The curriculum should be planned to provide a balance of activities across the National Curriculum's Programmes of Study. The length of lessons will vary, according to the Key Stage, however 2 hours a week overall PE time still applies.

All games lessons follow a structure of a warm up routine, skill development, games context and a cool down.

All gymnastics lessons follow the structure of a warm up routine, floor-work, skills development/apparatus and a cool down.

All dance lessons follow a structure of a warm up routine, isolated skill progression, composition development and a cool down.

Pupils take part in festivals of sport and have many other opportunities to work with, and compete against, pupils from other schools.

Lessons have opportunities for reviewing, observing, giving feedback, analysing to improve own and others' performances (plenary, demonstrations, watch a partner/other pair, peer teaching, half time team talks etc)

### **Other Sports and Out of Hours Clubs**

In addition to the allocated curriculum time, pupils benefit from additional PE related events such as Sports Days, festivals and after school clubs. (Football, netball, kwik cricket, cricket, hockey, Cross country).

The aim is to involve all pupils in all activities and challenges allowing both individual and group successes. The overall target is enjoyment and celebration of personal achievement. Clubs/sports are signposted in schools and on the school websites and are ongoing throughout the year. Outside agencies and professional sports Coaches, with appropriate checks, are welcomed into the schools to work with pupils both in curriculum time and after school.

### **Monitoring and Review:**

## APPENDIX 1

### ADVICE FOR EMPLOYING COVER SUPERVISORS FOR PE

(Cover teachers are existing teachers within the school)

#### Health and Safety Issues

Consideration should be given to the following points:-

- The Head Teacher should be satisfied at all times that teachers have the appropriate skills, knowledge and training to maintain order and safety within lessons.
- Skills development should be addressed before the need arises, through training or agreed selective deployment.
- New Cover Supervisors often express concerns about insurance - i.e. whether they are 'covered' to carry out particular activities. This is not an issue, in that they are in the same position as any other member of staff - the real issue is one of competency: the Head Teacher (or whoever has the delegated responsibility) must be certain that the CS is competent, and the CS must feel competent.
- A decision should be made as to whether all lessons are appropriate for the deployment of Cover Supervisors. PE and those subjects with a high practical input should be given special consideration. For example, contact sports are not appropriate unless the Cover Supervisor has specific sporting qualifications and can manage competently.

The Cover Supervisor should at least hold a 'First Aid Appointed Person' qualification, and have rapid access to school back-up system and medical advice/support.

The school's PE co-ordinator should have carried out risk assessments and 'Safe systems of work' on all PE activities. He/she should decide in conjunction with the Cover Supervisor what PE activities the Cover Supervisor can supervise (if any), ensure that they know how to supervise each of these safely, and involve them in practice sessions to assess and monitor their competence. It may be appropriate to develop a 'specialist' Cover Supervisor for PE, and to limit the range of allowable activities to ensure safety. An alternative strategy, particularly useful with younger pupils, is to develop a range of safe physical activities e.g. team ball/beanbag passing games, running or skipping activities, that can be used when needed.

Further guidance is available in 'Safe Practice in Physical Education and School Sport'.

## APPENDIX 2

### Policy and Practice Guidance

<b>Title:</b>	<b>SWIMMING</b>
<b>Purpose:</b>	To ensure that <b>Education Department</b> manages the risks associated with swimming activities effectively.
<b>No:</b>	<b>EDUCATION DEPARTMENT Health and Safety Policy No 21</b>

SWIMMING - SCHEME OF WORK

SWIMMING IN THE NATIONAL CURRICULUM

By the age of 11 (end of Key Stage 2), children should have achieved the following targets in swimming as outlined in the National Curriculum for Physical Education:-

- pace themselves in floating and swimming challenges related to speed, distance and personal survival;
- swim unaided for a sustained period of time over a distance of at least 25m;
- use recognised arm and leg actions, lying on their front and back;
- use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

Swimming may be taught in Key Stage 1 and is compulsory in Key Stage 2. In order to achieve the end of Key Stage statement for Key Stage 2, it is recommended that pupils receive swimming tuition for at least one academic year, once a week for 30 minutes.

## Scheme of Work for Swimming

### Key Stage 1

#### Entries and exits

- make a supervised entry into the water;
- jump unaided into the water;
- climb out of pool using steps;
- climb out of pool unaided without using steps.

#### Propulsion

- travel on the front, unaided, using a front crawl type action for at least 5m;
- travel on the back, unaided, using a crawl type action for at least 5m;
- travel on the front or back using a breaststroke type action for at least 5m.

#### Skills

- push and glide on front to standing position;
- push and glide on back to standing position;
- tread water in shoulder depth water for at least 15 seconds;
- immerse the head completely under water and blow bubbles for at least 3 seconds;
- float in a star or tucked position for at least 5 seconds;
- rotate 360° in the water without touching the pool bottom or surround either vertically or horizontally.

#### Safety

- demonstrate an understanding of the Water Safety Code;
- identify dangerous locations in the home, garden, swimming pool and local environment;
- know how to behave near water;
- be aware of the dangers to themselves;
- know how to summon assistance;
- demonstrate basic reaching or throwing rescues on land;
- know the code of hygiene and courtesy for using a public swimming pool.

Ideally, pupils will have achieved the ASA Water Skills 2 Award by the end of key stage 1.

### Key Stage 2

#### Entries and exits

- jump into water of at least full reach depth;
- demonstrate a straddle entry;
- climb out of pool unaided without using steps.

#### Propulsion

- travel on the front using a front crawl type action (arms and legs) for at least 25m;
- travel on the back using a back crawl type action for at least 25m;
- travel on the front or back using a breaststroke type action for at least 25m;
- demonstrate at least 10m of a recognisable stroke with good technique;
- scull head first for at least 5m;

- swim at least 10m showing a change of direction without touching side or bottom of pool.

#### Skills

- push and glide on front with face in water to standing position;
- push and glide on back to standing position;
- tread water in shoulder depth water for at least 30 seconds;
- immerse the head completely under water and blow bubbles for at least 3 seconds;
- float in a star or tucked position for at least 10 seconds;
- rotate 360° in the water without touching the pool bottom or surround in any place (somersault, log roll, head up and treading water);
- submerge and swim through a hoop floating beneath the surface of the water;
- submerge and pick up an object from at least shoulder depth water;
- surface dive either feet or head first;
- swim at least 8m propelling a ball without touching it with the hands.

#### Safety

- demonstrate an understanding of the Water Safety Code;
- identify dangerous locations in the home, garden, swimming pool and local environment;
- know how to behave near water;
- be aware of the dangers to themselves;
- know how to summon assistance;
- be able to assess danger and respond while maintaining their own safety;
- be aware of the dangers of cold water, survival and hypothermia;
- relate any dangers to the local environment;
- demonstrate basic reaching and throwing rescues on land;
- know the code of hygiene and courtesy for using a public swimming pool.

By the end of Key Stage 2, it is expected that pupils will have attained at least the ASA National Curriculum Swimming and Water Safety Awards. It is hoped that pupils will have achieved at least the ASA Water Skills 4 and/or the ASA/ESSA Bronze Challenge Award.

In assessment the following are expected from all students:

- 25 metres front crawl,
- 25 metres backstroke,
- 25 metres breast stroke,
- 25 metres head up doggy paddle,
- Straddle entry into the pool,
- Surface dive and collect an object from 2 metre depth pool,
- Tread water for 1 minute.

### 1. The Roles Of Class Teachers And Swimming Instructors

Separate planning sheets must be completed for each group.

The instructor is responsible for completing the learning intentions and activities sections sheet but these must be agreed with the class teacher.

The proposed learning intentions should be sent to the teacher before the first lesson. If the teacher wishes to discuss possible changes she/he should contact the instructor.

The class teacher is responsible for completing the assessment and evaluation section but this must be agreed with the instructor.

Both instructor and teacher should retain copies of the completed sheet.

The class teacher may assist the instructor by supervising a group. The instructor should provide appropriate activities for the group.

If the teacher has an appropriate qualification for teaching swimming she/he may devise the programme of activities for a group.

## Qualifications

Page 203 of the 2012 Safe Practice in Physical Education and School Sport (all schools are required to have a copy of this) states:

*'Aquatics teachers and school staff who have the responsibility for the water safety of the class in programmed activities should hold, as a minimum, either of the following awards:-*

- *The National Rescue Award for Swimming Teachers and Coaches (NRASTC)*
- *The STA Level 2 Award in Pool Emergency Procedures'*

## The PEOPLE involved in a swimming activity

An understanding of the term **duty of care** is needed and good practice in swimming as in all other areas of physical education and school sport should reflect safe practice. This involves risk management. The law imposes on those involved in physical education a duty of care to:

- Identify foreseeable risks that may result in injury
- Take reasonably practicable steps to reduce the risk to an acceptable level

There is some risk transfer with the schools using professionally managed Sports Centres i.e. the centres have very robust H&S management system in place and have a duty of care and responsibility to their customers.

Specialist swimming Teachers/Coaches from the Sports Centre may provide assistance with the swimming lessons. Where their role is to lead the lesson, it is essential the qualified school staff, (see quote above from the Safe Practice in Physical Education and School Sport publication), remain on poolside to provide an assisting role. It is not a requirement for the school staff to hold a professional swimming teaching qualification.

It is necessary for school staff and specialist swimming teachers to enjoy a good working relationship, with excellent communication to ensure there is a safe environment with clear shared aims. School staff have the responsibility for monitoring progress of pupils regardless of who directs the sessions and for ensuring good behaviour of all pupils.

## Safety of Pupils

Shared understanding between swimming teacher and school staff are key for:

- Arrival and Departure
- Changing Rooms
- Class Management on Poolside

## 2. SWIMMING SAFETY

### Introduction

Swimming is an activity that promotes health and well-being but, due to the associated risk of drowning, needs to be carefully controlled.

This policy should be read in conjunction with 'Safe Practice in Physical Education' produced by the British Association of Advisers and Lecturers in Physical Education (BAALPE). **The Education Department** has adopted this as its health and safety standard in PE. Guidance on swimming, diving and lifesaving is to be found at chapter 18.

Reference should also be made to the health and safety guidance of any external organisation providing facilities and / or tuition, if applicable

## 3. POLICY

The **Education Department** will take all reasonable steps to secure the health and safety of pupils, students, staff and any other person(s) involved in swimming activities in the Service.

The **Education Department** acknowledges that swimming activities can be hazardous and therefore aims to eliminate or reduce the risks as far as possible.

Heads of schools and services are responsible for the implementation of this policy.

#### **4. RESPONSIBILITIES OF HEADS OF SCHOOLS AND SERVICES**

Heads are responsible for ensuring that:

- a) local arrangements based on this policy are in place and reviewed when necessary;
- b) the effectiveness of this policy is regularly monitored;
- c) risk assessments are carried out prior to the activity taking place and the appropriate safety measures are in place, including the appropriate supervision ratios;
- d) staff with responsibilities under this policy are competent to carry them out, with particular attention paid to newly qualified teachers, temporary staff and non-swimming teachers;
- e) the training needs of school staff are assessed and an appropriate level of training (including refresher training) is provided to ensure competence;
- f) an appropriate series of lesson plans is agreed between the class teacher and swimming instructor;
- g) appropriate insurance arrangements are in place, including cover for volunteers such as parents;
- h) the quality of teaching is monitored;
- i) parents are informed in writing before swimming lessons begin;
- j) arrangements are made in relation to the special educational or medical needs of pupils or students with the advice of the school nurse if appropriate;
- k) adequate child protection procedures are in place relating to the use of volunteers;
- l) a procedure is established for staff to follow in the event of serious or imminent danger;
- m) contingency plans are in place to deal with the absence of key staff.

#### **5. TEACHERS RESPONSIBILITIES**

The duty of care in swimming lessons remains with teachers at all times and cannot be delegated to any specialist instructor, coach or assistant, whether paid or voluntary.

It is the responsibility of the teacher to ensure that the duty of care system works properly when pupils / students are being taught by an instructor.

The teacher is responsible for:

- a) monitoring the progress of pupils/students during the lesson in conjunction with the instructor;
- b) ensuring the safe system of work detailed below is adhered to;
- c) taking immediate action if emergencies or unacceptable situations arise;
- d) informing the Head of any shortcoming in the risk assessment.

#### **Safe System of Work**

A safe system of work should be put into place to include the following:

- a) a risk assessment should be performed prior to the visit and the appropriate safety measures put into place according to the needs of each class;
- b) any teacher unfamiliar with the pool must arrange a prior visit to become familiar with building layout and safety procedures, including emergency procedures and location of emergency equipment. Supply teachers must always be accompanied by a member of staff familiar with these details;
- c) a plan of the pool and building layout must be obtained, showing fire exits and location of safety equipment and emergency telephone. Details are normally found in the pool's Normal Operating Procedure (NOP) and Emergency Action Plan (EAP) which must be available to school staff;

- d) the safety rules laid down by Pool Management must be adhered to;
- e) the ratio of supervisors to pupils/students must be adequate;
- f) appropriate pool facilities must be booked in advance;
- g) appropriate travel arrangements must be made in advance;
- h) a risk assessment should be performed prior to the visit and the appropriate safety measures put into place according to the needs of each class;
- i) any teacher unfamiliar with the pool must arrange a prior visit to become familiar with building layout and safety procedures, including emergency procedures and location of emergency equipment. Supply teachers must always be accompanied by a member of staff familiar with these details;
- j) a plan of the pool and building layout must be obtained, showing fire exits and location of safety equipment and emergency telephone. Details are normally found in the pool's Normal Operating Procedure (NOP) and Emergency Action Plan (EAP) which must be available to school staff;

the safety rules laid down by Pool Management must be adhered to;

- k) sufficient lifeguard cover and poolside assistance must be provided (detailed in the NOP).
- l) Adequate and appropriate first aid and emergency provision must be in place;
- m) adequate supervision of changing rooms must be ensured by the teacher;
- n) supply teachers must be cleared to work by the Supply Teacher Agency and written confirmation of the outcome of such checks must be obtained prior to the commencement of work;
- o) the teacher accompanying a swimming lesson must remain at the poolside at all times when children are in the water;
- p) appropriate footwear must be worn on the poolside;
- q) instructors must be given any relevant details of pupils/students' medical conditions, including short-term injury and minor illness;
- r) Non-participants must remain in school to ensure they are properly supervised.
- s) only school staff may be left in sole charge of pupils;
- t) accidents/incidents must be reported to the pool management immediately and also in accordance with the **Education Department** accident/incident reporting procedure;
- u) pupils are not allowed to enter the pool without the instructor's permission;
- v) pupils must leave the water immediately the signal is given;

pupils must wear appropriate swimwear; baggy shorts/cut-off jeans are not allowed.

### Supervision at the Pool

Adult: pupil ratios relating to off-site visits, including swimming, should be determined by risk assessment. The ratios given in paragraphs 9.3 - 9.5 below are given as guidelines.

The risk assessment should take into account factors such as:

- a) the age, ability, experience and behaviour of the children;
- b) the requirements of the National Curriculum;
- c) the needs of pupils with English as an additional language or learning difficulties;
- d) the mode of transport and journey time to the pool;
- e) the type of staff supervising and their experience.

The minimum ratio for pupils in years 4 - 6 is 1 adult to 15 pupils

The minimum ratio for pupils in year 7 onwards is 1 adult to 20 pupils

The ratio for year 2 pupils or below is higher and should always be determined by risk assessment.

The total number of pupils in the pool should not exceed 30

Students on teaching practice must be supervised by a qualified teacher (absence of 'loco parentis').

Assistance from volunteers, including parents, may be appropriate provided they have the relevant training in assisting with swimming instruction and the appropriate child protection procedures are in place. The teacher remains *in loco parentis* at all times. Parents and other volunteers must not be

left alone with young people and insurance arrangements should be checked to ensure they apply to the use of volunteers.

The pool management is responsible for determining the appropriate number of lifeguards at the poolside through risk assessment

### **Training**

In service training is available for teachers as part of the TOPS swimming scheme. This is organised by the Le Mourier Swim School in conjunction with the relevant Education department officer with oversight of the delivery of the PE curriculum.

### **Health and Hygiene**

Pupils/students with temporary or permanent medical conditions, physical disability or injury should be brought to the attention of the teacher and instructor.

Pupils/students with serious medical conditions must have written clearance from their GP before taking part in swimming activities. Advice can be sought from Health and Social Services as to whether any child should be excluded from activities on health grounds.

Pupils/students with colds, open wounds or sores (including impetigo) should be excluded from the water

Following a case of infectious disease, written confirmation may be required to ensure the child is fit to swim.

Swimming instructors may exclude a pupil from swimming on medical grounds if continuation would present a risk to the health and safety of the pupil or others in the group.

Head Teachers/Heads of service have the discretion to exclude a pupil/student from swimming lessons if the child is unfit.

Long hair must be covered by a bathing cap or firmly tied back

The school should have a policy in place relating to the wearing of jewellery (including earrings) and this must be adhered to.

### **Complaints**

Incidents with a health and safety element must be reported using the accident / incident reporting system of the facilities provider and also reported to the Education department Project Manager in accordance with the accident reporting procedure.

All other complaints must be reported to the pool management using the complaints form to be found at the facilities reception or elsewhere, as appropriate.

### **Diving**

Detailed advice about diving is to be found in 'Safe Practice in PE', the BAALPE handbook. This is the standard adopted by the E.S.C. in physical education.

### **Emergencies**

Every appropriate action must be taken by the teacher *in loco parentis* and by instructors when emergencies arise.

The teacher and other staff should be familiar with the pool EAP (Emergency Action Plan).

Action in the event of an emergency will normally consist of evacuating the pool.

Emergency procedures must be agreed in advance with the pool management

The teacher is responsible for taking immediate action if any of the following situations arise (this list is not exhaustive):

- a) overcrowding;
- b) disorderly or dangerous behaviour of pool-users;
- c) inappropriate water temperature;
- d) lack of appropriate emergency equipment (poles, lifebelts etc);
- e) inappropriate levels of chemicals in the water including excessive chlorine levels causing eye irritation;
- f) poor water clarity;
- g) serious injury to a bather;
- h) discovery of a casualty in the water;

- i) emission of toxic gases;
  - j) outbreak of fire/sounding of the building evacuation alarm;
  - k) Structural failure;
- Any other hazard which presents a risk to health and safety.