

At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character, core skills, creativity** and sense of **community**.
Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, passion, perseverance and stamina to succeed.

Physical Education Policy

Ely St Mary's CofE Junior School

Written/reviewed by:	Tom Greenwood	Date: May 2024
Last reviewed on:	May 2024	
Next review due by:	May 2027	
Related Documents:	In addition, please see: - Spiritual, Moral, Social and Cultural Education Policy (SMSC) - SEND Policy - Most Able Policy - Feedback policy - Pupil Premium Strategy - Sports Premium Funding document - Uniform Policy	
Approved/Ratified by:	5/6/24	

Love
community
Respect
Trust
Ambition



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1. Curriculum Statement

Intent

Ely St Mary's Junior School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all pupils:

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

Implementation

P.E. is taught at Ely St Mary's Junior School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught across two sessions per week, typically one indoor/one outdoor. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics and athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular and enrichment provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact

The children complete each key stage phase with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand it's significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities and achieved an active school award at Gold level in 2023, in recognition of its PE provision and children's access to competitive sports, which the school has maintained. Regular competitions and lunch clubs showcase the considerable achievement that children make in this area, in each year group and the impact of the school's work with external agencies also demonstrates the positive impact of the PE curriculum.

2. Teaching and Learning (see Appendix 1 PE Long Term Plan as well as Appendix 2/3/4 PE Resources & Progression)

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through planning with year group partners, time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

Typical Lesson Structure:

- Lessons begin with a clear focus on the learning intention of the session. Success Criteria is then shared with pupils in order for them to know how they can achieve the learning intention.

- There may be a 'hook' drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare pupils to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

3. Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary with live feedback, to ensure that each child makes the full progress of which they are capable. Units all include opportunities for knowledge and skill application to ensure new learning is transferred to sporting scenarios and matches.

Lessons are also planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability, including meeting specific individual needs as identified via EHCPs or occupational therapists.

The assessment of PE at Ely St Mary's Junior is in accordance with the National Curriculum 2014 attainment target for our key stage. Individual lessons and units of work are planned to align directly and enable progress to these:

KS2

Athletics	Competitive Games	Gymnastics	Dance	OAA	Evaluate
Use running, jumping, throwing and catching in isolation and in combination.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance	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.

Key Stage 2: Children 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.

Children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, 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.

4. Planning and Resources

P.E. equipment is stored safely in the outdoor and indoor P.E. cupboard. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE Coordinator to check its organization and for any equipment defects that may affect safe use. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered.

The key knowledge and skills for each unit are mapped on the whole school progression Map. This also indicates how cross curricular links are being utilised and how resources and local resources will be used. Knowledge and skills in PE are also informed by the GetSet4PE Planning which teachers also use to inform their lessons.

Primary Sports Funding

The school works as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher and PE Lead. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Ely St Mary's Junior School website under 'PE and Sport Premium', along with an impact statement. This can be found on the school's website.

5. Organisation

Under the 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. Ely St Mary's Junior School does however; acknowledge the DfE recommendation of 2 hours per week. Therefore, pupils have access to a minimum of two



P.E. lessons a week. This is often supplemented through additional physical activities and projects, including (for example) those involving school partners such as Ely Driving Range or Ely Sailing Club.

Swimming Provision

At Ely St Mary's Junior School, children attend swimming lessons at The Hive in Year 4 and Year 5. Each class participates in a half-term block of lessons in each year. The school has chosen this spaced approach to swimming lessons to allow time between blocks for pupils to develop further physically; emotionally in their water confidence; and to benefit from further practice via home lessons where possible. This approach also enables staff to follow up on those pupils identified early as not yet able to swim 25m.

Swimming lessons are taught by specialist swimming instructors (supported by school staff) who assess the children at the start and end of the swimming course. Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time.

Swimming and water safety

Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 meters
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

6. Equal opportunities

At this School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

7. Inclusion & SMSC

At Ely St Mary's Junior School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL. Teachers have access to the free online resource 'TOP Sportsability' resources and guidance, including strategies, to inform inclusion in line with best practice in their PE lessons.



Targeting

At this school, competitive sporting events via providers such as Active Play are released every half term. The PE Coordinator will liaise with staff to ensure that a range of children are selected for events, including those most able, from disadvantaged backgrounds, or with SEND.

As a result of the unique and specialised learning environment here at the school, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. For example, we have a KS2 girls and KS2 boys football club, a cricket club, a tennis club, a dance club, and a gymnastics club to name but a few, as well as 'Premier Sport' and 'Active Play' help run our general after-school provision. Our school's Personal Development Passports also include a range of sporting enrichment experiences such as golf and climbing.

8. Role of the subject leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches, Active Play, and via the SGO (School Games Organiser).
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Oversee, with support from the curriculum lead, the teaching and learning in PE in line with the Curriculum Map.
- Timetable specialist teachers and coaches (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various borough sporting events.
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Curriculum leader, Head Teacher and Governors on PE.

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

9. Parents

Parents are encouraged to inform Ely St Mary's School if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports Day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support. In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

10. Health and Safety (See PE Sport Specific Risk Assessment Appendix 5)

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually by an external provider. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

PE Kit - Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Pupils are encouraged and regularly reminded to bring P.E kits. Children are encouraged to change into PE kit on PE days. Teachers send polite dojo reminders home to remind parents of children who have failed to wear PE kit. This helps to minimise the number non-participants. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

Jewellery & Hair - Wearing jewellery is not allowed at Ely St Mary's Junior School. Children must not wear any kind of jewellery in PE lessons, including watches. Pupils with medium/long hair are reminded to tie it up securely.

Weather - It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

Hygiene - Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

Staff Dress - It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

Reviewed by: Tom Greenwood Review date: 08/05/24

Appendix 2 – Typical Vocabulary Pyramid used in a lesson

Love
Community
Respect
Trust
Ambition



Appendix 3 – Typical progression journey and ladder

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Respect
Trust
Ambition





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Appendix 5 - Risk Assessment

DEMAT Ref. No.	Choose an item.	Date RA completed:	01.01.24			Most Recent Review Date:		
Manager Responsible:	Rachel Clarke & Tom Greenwood	Completed by:	Tom Greenwood			Revision No:	1	
Description of Task covered by this Risk Assessment	PE activities carried out at Ely St Mary's Junior School					School Name:	Ely St. Mary's Junior School	
Risk / Hazard Identified	Persons at Risk	Before Controls Risk Score			Control Measures Required	Residual Risk Score		
		L	S	Score		L	S	Score
Gymnastics Physical Injury: Students may sustain injuries while performing gymnastic activities, such as sprains, strains, or falls.	Students:** Particularly those involved in gymnastics routines and exercises.	4	4	16	1. **Supervision:** Ensure constant supervision by teachers to monitor and guide students during activities. 2. **Appropriate Equipment:** Use age-appropriate and well-maintained gymnastics equipment to minimize the risk of accidents. 3. **Structured Progression:** Implement a structured progression of skills, ensuring students only attempt activities suitable for their skill level. 4. **Warm-up and Cool-down:** Incorporate thorough warm-up and cool-down routines to prepare students' bodies and reduce the risk of injuries. 5. **Crash Landing Mats:** Place crash landing mats strategically below gym agility tables only to cushion falls and landings from purposeful jump. 6. **Roll mats** Not to be used to fall or jump onto to reduce a fall, but to be used in areas where students are performing skills close to the ground. Eg Forward and backward rolls. 7. **Clear Communication:** Emphasize the importance of clear communication between students and instructors to avoid collisions or misunderstandings during group activities. Regular reviews of these control measures should be conducted to address any emerging risks or changes in the gymnastics program.	2	3	6

Hockey Impact Injuries:** Participants may experience injuries due to contact with the hockey stick, ball, or other players.	Students:** Particularly those actively engaged in playing hockey.	4	4	16	1. **Protective Gear:** Ensure all students wear appropriate protective gear, including shin guards and mouthguards, to reduce the risk of injuries. 2. **Supervision:** Maintain close supervision by teachers during hockey sessions to monitor and guide students, emphasizing safe and controlled play. 3. **Age-Appropriate Equipment:** Provide students with hockey sticks and balls suitable for their age and skill level to minimize the impact force. 4. **Rules and Boundaries:** Clearly communicate and enforce rules for safe play, emphasizing responsible use of equipment and fair play. 5. **Skill Development:** Implement progressive skill development programs, ensuring students are proficient in fundamental skills before engaging in more complex activities. 6. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all hockey sessions. Regularly review and update control measures based on the evolving skill level and maturity of the students, as well as any changes in the hockey program.	2	3	6
Basketball and Netball Collision Injuries:** Participants may be at risk of collisions with other players or obstacles on the basketball court.	Students:** Particularly those actively participating in basketball games.	4	3	12	1. **Court Layout and Maintenance:** Ensure the basketball court is well-maintained, free from obstacles, and appropriately marked to minimize the risk of collisions. 2. **Supervision:** Maintain close supervision by teachers during basketball sessions to monitor player movements and intervene if necessary. 3. **Proper Footwear:** Students must wear appropriate, non-slip athletic footwear to reduce the risk of slipping or tripping. 4. **Rules and Boundaries:** Clearly communicate and enforce rules regarding safe play, emphasizing good sportsmanship and respect for opponents. 5. **Skill Development:** Emphasize skill development, including dribbling, passing, and shooting techniques, to enhance overall control and reduce the likelihood of collisions. 6. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all basketball sessions. Regularly review and update control measures based on the evolving skill level and maturity of the students, as well as any changes in the basketball program.	2	3	6
Tag rugby Collision and Contact Injuries:** Participants may be at risk of collisions during fast-paced movements and tagging.	Students:** Especially those actively participating in tag rugby games.	3	3	9	1. **Soft Playing Surface:** Conduct tag rugby activities on a soft and well-maintained playing surface to minimize the impact of falls. 2. **Supervision:** Maintain vigilant supervision by teachers to monitor player interactions, ensuring fair play and preventing excessive roughness. 3. **Tagging Techniques:** Instruct students on safe and controlled tagging techniques, emphasizing avoiding unnecessary physical contact. 4. **Appropriate Tagging Equipment:** Use soft, easily detachable tags to	2	3	6

					reduce the risk of injury during tagging and avoid hard or sharp objects. 5. **Rules and Boundaries:** Clearly communicate and enforce rules regarding fair play, emphasizing the importance of respecting opponents and avoiding aggressive behaviour. 6. **Skill Development:** Focus on skill development, including agility and evasion techniques, to enhance overall control and reduce the likelihood of collisions. 7. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all tag rugby sessions. Regularly review and update control measures based on the evolving skill level and maturity of the students, as well as any changes in the tag rugby program.			
Football Collision and Impact Injuries:** Participants may be at risk of collisions, falls, or impacts with the ball or other players.	Students:** Primarily those actively engaged in playing football.	3	4	12	1. **Pitch Safety:** Ensure the football pitch is well-maintained, free from hazards, and complies with safety standards to minimize the risk of injuries. 2. **Supervision:** Maintain close supervision by teachers during football sessions to monitor player interactions and provide guidance on safe play. 3. **Appropriate Equipment:** Ensure students wear appropriate protective gear, including shin guards, to reduce the risk of impact injuries. 4. **Rules and Fair Play:** Clearly communicate and enforce rules regarding fair play, sportsmanship, and responsible use of equipment. 5. **Skill Development:** Emphasize skill development, including dribbling, passing, and shooting techniques, to enhance overall control and reduce the likelihood of collisions. 6. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all football sessions. 7. **Goalpost Stability:** Ensure goalposts are securely anchored to prevent accidental toppling, reducing the risk of injuries and that nets are in good order. Regularly review and update control measures based on the evolving skill level and maturity of the students, as well as any changes in the football program.	2	3	6
Rounders & Cricket Collision and Impact Injuries:** Participants may be at risk of collisions, falls, or impacts with the ball or other players during rounders activities.	Students:** Primarily those actively participating in rounders games and practices.	3	4	12	1. **Pitch Safety:** Ensure the rounders pitch is well-maintained, free from hazards, and complies with safety standards to minimize the risk of injuries. 2. **Supervision:** Maintain close supervision by teachers during rounders sessions to monitor player interactions and provide guidance on safe play. 3. **Appropriate Equipment:** Ensure students wear appropriate footwear and consider soft balls to reduce the risk of impact injuries. Tennis balls to be used when playing. 4. **Rules and Fair Play:** Clearly communicate and enforce rules regarding fair play, sportsmanship, and responsible use of equipment. 5. **Skill Development:** Emphasize skill development, including batting, fielding, and throwing techniques, to enhance overall control and reduce the	2	3	6

					likelihood of collisions. 6. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all rounders sessions. 7. **Field Maintenance:** Regularly inspect and maintain the playing field to minimize hazards such as uneven surfaces or debris. Regularly review and update control measures based on the evolving skill level and maturity of the students, as well as any changes in the rounders program.			
Tennis Collision and Impact Injuries:** Participants may be at risk of collisions, falls, or impacts with racquets, balls, or other players during tennis activities.	Students:** Mainly those actively participating in tennis games and practices.	3	3	9	1. **Court Safety:** Ensure the tennis court is well-maintained, free from hazards, and complies with safety standards to minimize the risk of injuries. 2. **Supervision:** Maintain close supervision by teachers during tennis sessions to monitor player interactions and provide guidance on safe play. 3. **Appropriate Equipment:** Ensure students use age-appropriate racquets and tennis balls, and must wear suitable footwear to reduce the risk of injuries. 4. **Rules and Boundaries:** Clearly communicate and enforce rules regarding fair play, sportsmanship, and responsible use of equipment. 5. **Skill Development:** Emphasize proper stroke techniques, footwork, and court positioning to enhance overall control and reduce the likelihood of collisions. 6. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all tennis sessions. 7. **Court Markings:** Ensure clear and visible court markings to help players maintain appropriate distances and avoid collisions. Regularly review and update control measures based on the evolving skill level and maturity of the students, as well as any changes in the tennis program.	2	3	6
Athletics Trips and Falls: Participants may be at risk of trips and falls, especially during track and field events.	Students: Particularly those actively participating in various athletics disciplines.	3	4	12	1. Well-Maintained Facilities: Ensure that the athletics track and field facilities are well-maintained, free from hazards, and compliant with safety standards to minimize the risk of trips and falls. 2. Supervision: Maintain close supervision by teachers during athletics sessions to monitor participant movements and provide guidance on safe practices. 3. Appropriate Footwear: Must wear suitable athletic footwear to enhance grip and reduce the risk of slipping or tripping. 4. Clear Instructions: Provide clear instructions to participants regarding proper warm-up techniques, running lanes, and field event safety protocols. 5. Age-Appropriate Equipment: Use age-appropriate and well-maintained equipment for various athletics disciplines to reduce the risk of accidents. 6. First Aid Procedures: Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all athletics sessions.	2	2	4

					7. Structured Training: Implement structured training programs, emphasizing skill development and progressive participation to reduce the likelihood of injuries. 8. Event Specific Controls: Tailor control measures to specific events, such as ensuring safe jumping pit conditions for long jump or proper throwing techniques for javelin. Regularly review and update control measures based on the evolving skill level and maturity of the students, as well as any changes in the athletics program.			
Dodgeball Impact Injuries:** Participants may be at risk of impact injuries from dodgeballs thrown during the game.	Students:** Particularly those actively participating in dodgeball games.	5	3	15	1. **Soft Dodgeballs:** Ensure the use of soft and lightweight dodgeballs to minimize the risk of impact injuries. 2. **Supervision:** Maintain constant supervision by teachers during dodgeball sessions to monitor player interactions and enforce fair play. 3. **Court Boundaries:** Clearly mark and communicate court boundaries to prevent collisions with walls or obstacles. 4. **Rules and Fair Play:** Emphasize and enforce rules regarding fair play, discouraging overly aggressive behaviour and targeting specific individuals. 5. **Skill Emphasis:** Focus on developing throwing and dodging skills, emphasizing proper techniques to enhance control and reduce the likelihood of injuries. 6. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all dodgeball sessions. 7. **Participant Briefing:** Provide a thorough briefing before sessions to ensure students are aware of the rules, safety guidelines, and expectations for responsible play. Regularly review and update control measures based on the evolving skill level and maturity of the students, as well as any changes in the dodgeball program.	3	2	6
Dance Musculoskeletal Injuries:** Participants may be at risk of musculoskeletal injuries due to the physical nature of dance movements.	Students:** Primarily those actively participating in dance activities.	3	3	9	1. **Teachers:** Ensure that dance sessions are led by Teachers who are knowledgeable about safe dance practices and can guide participants effectively. Check the floor prior to lesson and children to perform dances in bare feet to reduce risk of slipping. 2. **Appropriate Warm-up and Cool-down:** Implement thorough warm-up and cool-down routines to prepare participants' bodies for dance movements and reduce the risk of injuries. 3. **Age-Appropriate Choreography:** Develop dance routines that are suitable for the age and skill level of the participants, avoiding overly complex or physically demanding sequences. 4. **Supervision:** Maintain supervision during dance sessions to monitor participants' movements and intervene if unsafe practices are observed. 5. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all dance sessions.	2	2	4

					Regularly review and update control measures based on the evolving skill level and physical condition of the students, as well as any changes in the dance program.			
Golf Impact Injuries:** Participants may be at risk of impact injuries, especially related to golf swings and the use of golf equipment.	Students:** Primarily those actively participating in golf activities.	3	4	12	1. **Teachers:** Ensure that golf sessions are led by Teachers who can provide guidance on proper swing techniques and safety practices. 2. **Appropriate Equipment:** Use age-appropriate and well-maintained golf clubs, ensuring participants are using the right size to minimize the risk of improper swings. 3. **Golf Course Safety:** Choose a golf course with well-maintained fairways, greens, and clear signage to prevent hazards and reduce the risk of trips and falls. 4. **Supervision:** Maintain supervision during golf sessions to monitor participants' movements and ensure adherence to safety guidelines. 5. **Safe Swing Zones:** Designate safe areas for golf swings, ensuring that participants are aware of the boundaries and keep a safe distance from others. 6. **Rules and Etiquette:** Emphasize golf rules and etiquette to promote safe and responsible play, including consideration for fellow players on the course. 7. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all golf sessions. 8. **Participant Briefing:** Provide a comprehensive briefing on safety guidelines, including the importance of proper posture, grip, and awareness of surroundings during golf activities. Regularly review and update control measures based on the evolving skill level and maturity of the students, as well as any changes in the golf program.	2	3	6
Yoga Strain or Overexertion:** Participants may be at risk of muscle strain or overexertion during yoga activities.	Students:** Primarily those actively participating in yoga sessions.	3	2	6	1. **Teachers:** Ensure that yoga sessions are led by Teachers who can guide participants in proper postures and techniques. 2. **Age-Appropriate Poses:** Select yoga poses suitable for the age and flexibility of the participants, avoiding overly challenging or advanced poses. 3. **Encourage Self-Awareness:** Promote self-awareness among participants, encouraging them to listen to their bodies and avoid pushing themselves beyond their comfort levels. 4. **Proper Warm-up and Cool-down:** Incorporate thorough warm-up and cool-down routines to prepare participants' bodies for yoga movements and reduce the risk of strains. 5. **Safe Yoga Mats:** Provide non-slip and well-maintained yoga mats to ensure a stable surface during poses and prevent slips or falls. 6. **Supervision:** Maintain supervision during yoga sessions to monitor participants' postures and intervene if improper techniques are observed. 7. **Participant Health Information:** Collect information about participants'	1	2	2

					health conditions to tailor yoga activities accordingly, considering any pre-existing injuries or medical concerns. 8. **First Aid Procedures:** Have qualified personnel on-site with knowledge of first aid procedures, and ensure access to a first aid kit during all yoga sessions. Regularly review and update control measures based on the evolving skill level and physical condition of the students, as well as any changes in the yoga program.				
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Additional Comments (if required)

- ☐ Risk assess the characters in a particular class and be aware of groupings.
- ☐ Risk assess the equipment and speak to DH, TG or JE in unsure of usage
- ☐ Jewellery is not to be worn during PE lessons
- ☐ Long hair tied back
- ☐ Nails sufficiently cut back
- ☐ Kit is to be appropriate and fit for purpose for the activity
- ☐ Footwear worn that is fit for purpose.
- ☐ Adults to be aware of preexisting medical provisions and medication to be readily available
- ☐ Emphasize the importance of staying hydrated during dance sessions, especially if they are physically demanding.

