



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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PE, School Sport and Physical Activity Policy



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Intent

The PE curriculum at Newall Green Primary School is ambitious, broad and well-developed. It follows the skill-based focus of the National Curriculum and EYFS Framework and the three strands of PESSPA (Physical Education, School Sport and Physical Activity – See **Appendix 1**) to:

- develop competence to excel in a broad range of physical activities
- ensure that pupils are physically active for sustained periods of time
- enable pupils to engage in competitive sports and activities
- guide pupils to lead healthy, active lives and understand the importance of physical and mental fitness
- develop sportsmanship and personal qualities such as leadership, respect and resilience
- inspire children to have job aspirations within the world of sport and physical and mental wellbeing

The curriculum that we teach has been planned to promote the Manchester five key skills for life: problem solving, teamwork, self-management (initiative, organisation, accountability), self-belief (confidence, resilience, positive attitude), and communication.

We aim to ensure all children develop, build and are adept in their own skills physically, socially and creatively. Through the curriculum, competitions, clubs and intra-schools tournaments, we place a high priority on physical fitness, but we also strive to promote well-rounded students who are equipped with a strong, transferrable skillset that can aid their physical and emotional well-being for lifelong success.

Implementation

Curriculum

See [Appendix 2](#) for our Curriculum Map

Physical Education

We use the PE Passport scheme, which provides a wealth of resources and tools for teachers to successfully deliver our PE curriculum. To support the upskilling of staff, the PE team deliver practical CPD training sessions as well as offering outsourced specialist sports courses. Staff also have access to a wealth of resources and CPD opportunities through the PE Passport app. All staff are able to observe and be observed in PE sessions to improve their own skills and understanding of the PE curriculum.

PE sessions are taught twice a week for one hour by the school's Sports Coordinator and the class teacher. Most units are taught for a six-week block, however some units such as tennis and football are taught for a 12-week block to ensure the children's learning can be paced appropriately and skills can be mastered before moving on. The lessons follow the National Curriculum and the Development Matters guidance for EYFS. Staff deploy a range of teaching and learning strategies to appropriately support and challenge learners of all needs and capabilities. Using the STEP approach (Space, Task, Equipment, and People), lessons are scaffolded so each individual child can experience challenge and success. Lesson objectives are clearly delivered to the children and key vocabulary and concepts are taught with the children challenged to use this new language and explain key concepts within their lesson.

School Sport

As a Healthy School, we have a wide range of afterschool clubs each half term to enrich our students learning, develop a passion for physical and mental wellbeing, and broaden the scope of sports that they are exposed to. Furthermore, we give the children access to unique sports by working with local high schools so children can engage in sports such as table tennis and rugby. In addition, we regularly attend events which aim to inspire the children to pursue new sports; this has included attending a training session with the Chicago Bears NFL team and entering Bowls and Futsal competitions. Further enhancing our curriculum, all children from Y1-Y6 receive a 6-week block of yoga sessions from an outsourced qualified yoga instructor. Finally, our Y6 children attend a three-day residential comprising of many adventure sports and personal challenges such as climbing, abseiling, archery tag, orienteering and fencing.

We want all children to understand the diverse careers available with the physical education world. To inspire children with their aspirations for the future, we regularly have visits from professional athletes; this has included an Olympic boxer and two Paralympians. As part of school aspiration days, Manchester City and Manchester United have delivered sessions on

job opportunities at their clubs. Furthermore, we attend an annual trip to Old Trafford Cricket Ground to look at opportunities of working in the media.

Intra-School tournaments are held once every term throughout the school, from Reception to Year 6. There is a balance between individual and team victory, and between victory through improving and victory through winning. Trophies for achievement are presented at whole school assemblies.

Physical Activity

Our school's community relies heavily on school to facilitate sports and healthy lifestyles. Local rates of morbidity and illness due to heart disease, addictions, obesity and poor mental health are higher than average. Therefore:

- The 'Healthy Schools' Strands are woven into teaching across several subjects including PE, Science, PSHE, Literacy and Numeracy.
- Extra staff are deployed to ensure that even in the absence of parental support, pupils can attend sporting events and inter-school competitions.
- Whole school initiatives around physical and mental health are championed by all staff e.g. National Fitness Day, World Children's Mental Health Day and Sponsored Walks and Runs.
- Health Related Fitness Units have been added to the long-term curriculum. There is a 6-week block of lessons in year groups 3-6.
- All pupils are offered the opportunity to participate in daily sporting and physical activities, organised by our Sports Coaches and Lunch-time Organisers. Teachers also have the 'Five a Day' Fitness and Cyber Coach Programmes available to them.

Foundation Stage

We encourage the physical development of our children in Nursery and Reception classes as an integral part of their work. We relate the physical development of the children to the objectives set out in the Foundation profile, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key stage 1

Pupils develop fundamental movement skills, enabling them to become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are expected 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 2

Pupils 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 will work towards developing their communicating and collaborating skills and attitudes to competing with each other. They will also 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, 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.

Assessment

Assessment for Learning takes place throughout every PE lesson and children are assessed across the following areas: know, show and grow. Children can achieve bronze, silver, gold or greater depth in each area. Lesson evaluations are completed after each lesson through the teacher's notes section of the PE Passport app to inform future teaching.

Teachers know the objectives for each lesson by looking at the progression of skills document for each unit. Assessment is integrated into the PE Passport programme, so all members of staff and children are aware of milestones they need to reach by the end of each unit or by the end of their year group.

iPads are used to collect photos and videos for assessment purposes. These can show children performing skills and demonstrating sportsmanship as well as discussions of knowledge and understanding between teachers and pupils and between peers.

Self-assessment can also be conducted for each child using the PE passport app.

Summative assessments are carried out at the end of every unit of work. This assessment is against a set of clear objectives and outcomes linked with the national curriculum. The three strands are: performing, personal and social development and competing. Once again, the children are assessed against the criteria of bronze, silver, gold or greater depth.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. At Newall Green, pupils in Years 3, 4 & 5 and 6 take part in swimming lessons and there are opportunities to take part in competitive swimming Galas. The swimming lessons will be in an on-site, temporary swimming pool. The on-site pool allows the children to access daily swimming lessons, helping with water confidence and swimming ability. There are also breakfast and after school swimming lessons on offer. Teaching is differentiated to meet the ability of each child and outcomes may vary according to individual starting points.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

All pupils are offered access to non-gender specific changing facilities.

Health and Safety

Clothing –

PE Kits:

Pupils are expected to arrive at school in a PE Kit or agreed clothing for each activity. To reduce the cost of uniform, we ask that children wear:

- Black pumps/trainers.
- A plain white t-shirt.
- A school jumper/fleece/cardigan is to be worn over their t-shirt.
- Black or navy shorts with black or navy tracksuit bottoms over the shorts (weather dependent). To allow us to safely follow our curriculum and use our equipment, we

cannot allow children to wear long trousers or leggings. If for religious reasons, a child cannot wear shorts, the lesson will be modified to suit the needs of the learner.

All long hair must be tied up with a plain band.

Swimming Kits:

On days that your child is attending swimming, please send your child into school wearing their school uniform. The children will get changed for swimming at the swimming baths.

The children should wear/bring:

- A towel.
- A swimming cap if a child's hair is below eyebrow level.
- Boys to wear swimming trunks.
- Girls to wear a one-piece swimsuit.

Staff teaching Physical Education are made aware, and have access to the Safe Practice guidance set out by PESSPA (Physical Education, School Sport and Physical Activity)

Jewellery:

All jewellery, including earrings, must be removed when attending school. In rare situations, micropore tape may be used to cover earrings, but only within six weeks after piercing. If worn for religious purposes, jewellery must be appropriately covered, like using a sweatband to conceal a bracelet. Students are urged to refrain from wearing jewellery, especially earrings and necklaces, on PE days. If students decide to wear jewellery on the day, the class teacher will collect it and give it back later in the day. The school will not be accountable for any loss or damage of jewellery.

Equipment –

Safe handling procedures:

At all times, safe handling and use of all equipment must be taught and encouraged. Specific procedures for lifting, carrying, and placing sports apparatus correctly should be taught and reinforced throughout the school. Teachers are responsible for safely storing equipment they have used in a tidy manner. Problems should be reported to the PE Subject Leader or Headteacher.

When lifting equipment, pupils should bend their knees and keep their back straight, both when lifting and lowering. When travelling, they should always do so in a forward or sideways direction and be able to see where they are going. Apparatus should be placed carefully in position and held securely, with thumbs separated from the fingers. When carrying apparatus, it should be held waist height, not too high. Benches should be carried with a "wheels on the bus" formation with four children for KS1 and two children for KS2. Mats should also be carried in a similar way.

To ensure safety, rules and procedures for working on all apparatus should be established and reinforced. This includes checking apparatus before use, using starting and stopping signals, stopping and moving off the apparatus to listen to instructions, and setting clear expectations for noise levels. Rules should also be put in place to govern the number of pupils allowed on a single piece of apparatus, such as four children on a bench.

Landing mats should not be placed near the wall bars, and no more than six gymnastic set-ups should be used at a time. Apparatus plans should be used and shared with children.

All gymnastic equipment needs to be stored correctly in the hall or PE cupboard. Teachers must ensure the apparatus is returned and stored safely in the correct place.

Small Games Equipment:

Small physical education equipment such as balls, bats, and cones are stored on labelled shelving within the PE cupboard to enable safe and accessible handling of the equipment. Furthermore, teachers are required to follow specific procedures and guidelines for accessing the PE cupboard and equipment. It is the responsibility of all teachers to maintain the organization and safety of the equipment stored in the PE cupboard.

To ensure safe access to equipment, the equipment containers are strategically placed within the PE cupboard and labelled with clear signage. The PE Subject Leader checks equipment once every half term, but teachers are urged to promptly report any malfunctions or broken equipment immediately to the coordinator or headteacher.

Children are only given permission to access the PE cupboard in the presence of an adult; no more than four children may enter. Children are only allowed to access equipment that is stored on the floor or the first shelf, whereas teachers will be responsible for organizing access to higher or heavier equipment.

Teachers should select and prepare the equipment for lessons to allow easy access at the beginning of a lesson. Equipment is clearly outlined in the PE lesson plans.

Prior to the commencement of any physical activity, teachers must perform a preliminary check on both equipment and the designated area to ensure an environment is conducive for teaching and learning. Any equipment that is faulty or damaged must be reported to the PE Subject Leader.

Warm up:

Safe preparation is an integral part of every lesson. Pupils always complete an appropriate warm up prior to physical activity. The warmup involves:

- a) Mobility exercise to prepare the joints;
- b) Pulse raising activities to prepare the cardiovascular system;
- c) Stretches to prepare the muscles and associated ligaments/connective tissues.

Aerobic activity which incorporates mobility of the joints is completed prior to stretching. Specific muscle groups are used that relate to the anticipated activity and about full range of motion. The warmup is a gradual and of a sufficient intensity to increase muscle/core temperature without causing fatigue or reducing energy stores.

Children are actively encouraged to develop their own warmups throughout various designated activities in the PE curriculum.

First Aid Procedures:

At our school, all staff members follow the school's accident and emergency procedures, including those specific to the swimming pool. They are also aware of which colleagues are trained in first aid and know how to respond to incidents. It is the responsibility of staff to recognise when students with specific needs require first aid and to follow the child's individual healthcare plan in such cases.

Risk Assessment:

According to the guidelines outlined in the Safe Practice in Physical Education and Sport (2012), teachers must assess the risks associated with hazards present within their working environment, as well as hazards related to specific activity areas and individual skills and movements.

At the start of each day, the Site Manager should inspect the working environment for any potential hazards and promptly report them to the headteacher. Similarly, teachers must also remain vigilant about identifying any hazards within the workspace that could pose a significant threat to the wellbeing of those present, especially the pupils. It's important that the teachers evaluate the working environment before any children arrive to ensure a safe learning space.

Hazards in the hall include (but are not limited to):

- Objects which impinge into the working space.
- Slippery floor surface.
- Glare from the sun.
- Restricted/obstructed access to the apparatus.

Hazards on the school field and playgrounds include (but are not limited to):

- Objects which impinge into the working space.
- Glare from the sun.
- Rubbish on the working space.
- Holes in the playing surface.
- Permanent equipment in safe state i.e. football goals.
- Other users of public spaces.

When completing risk assessments for specific lessons, teachers will look for and identify hazards inherent within the teaching of different areas of the activity. For example:

Gymnastics: Lifting, transportation and placement of apparatus.

Teachers will consider:

- Does the storage of the apparatus provide easy access i.e. sufficient room for pupils to bend their knees and lift correctly?
- What information and training have the pupils received to ensure safe handling of the apparatus?
- When the apparatus is set out, is there sufficient space around between different sections.
- Are the mats strategically placed in relation to the apparatus to ensure safe exit point?

When assessing each area of activity, teachers will assess whether, the necessary precautions been taken to ensure the risk are reduced as far as reasonably practical.

Individual risk assessments will be completed for extra curricular sports trips.

Some examples of risk assessments have been included in appendix 2 and 3 from our PE Scheme provider.

Extra-curricular activities

Newall Green strives to ensure that our children are increasing the amount of time that they spend being active and to ensure that the children are offered a wide range of lunchtime and after school clubs. All children who apply for a club are offered a place or placed on a waiting list and prioritised the following half term. All clubs are recorded through PE Passport and are accessible for all teaching staff at the school.

The school also plays regular fixtures and tournaments against other schools, in a range of sports. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children; they also allow children to further develop their skills individually, in pairs and small groups.

We work with various sporting organisations where PE specialists come in to the school to support teachers and pupils in their PE lessons. Teachers have the opportunity to work with these specialists to develop their own skillset and impart this knowledge in future lessons.

Sports Premium Funding

Newall Green uses the entirety of our allocated funding to make additional and sustainable improvements to the quality of PE and sport that we offer. The sports premium funding is used exclusively to:

- Engage all pupils in regular physical activity – kick-starting healthy active lifestyles
- Raise the profile of PE and sport across the school as a tool for whole school improvement
- Increase the confidence, knowledge and skills of all staff in teaching PE and sport
- Broaden experience of a range of sports and activities offered to all pupils
- Increase participation in competitive sport

Full details are published on our school website.

Impact

At Newall Green Primary School, we ensure that our PE curriculum is progressive and allows children to improve their fundamental skills and apply them in different sports. All children are provided with the skills and opportunity to improve their skills and personal best during physical activity. By having a well-rounded and balanced curriculum, we ensure that children have the confidence to work individually, in pairs and small groups to help expand and strengthen their skillset. By ensuring all our pupils are active, this has a positive impact on the working classroom. It is clear that children across our school enjoy PE and we hope that in their future they take up an out-of-school activity to help promote their long term physical and mental fitness. Our aim is for them to develop a love for a sport which can help them through life, socially, physically and mentally. All our children know how important it is to be fair and show good sportsmanship and this is re-enforced during PE lessons, after school clubs, out of school events and during their break and lunchtimes. Each child will also be able to swim 25 meters by the end of Year 6 and we are looking at provisions to support children who are struggling in this area.

Following our scheme, our ethos, and our sporting values, we equip our students with a breadth of skills and tools that they can transfer to other lessons, and into all areas of their life.

Using the PE Passport app and website, teaching staff across the school are able to track and monitor their pupils using formative assessment which allows them to adapt future planning to suit the needs of their children and bridge any gaps in knowledge. This formative assessment is uploaded to PE Passport through the use of videos and pictures of children engaging in discussions and completing key skills in lessons. Each child is awarded a Bronze, Silver, Gold, or Greater Depth grade based on their understanding and completion of each lesson, which is then assigned to their own PE Passport. Their current and future teachers at

the school are then able to quickly assess their understanding of the taught curriculum and have a clear representation of each individual's current knowledge and capability.

Our results in all year groups show us that the majority of our pupils make good progress and achieve the objectives set. The PE leads will continue to monitor the effectiveness of our curriculum through:

- Regular learning walks to observe lessons
- Analysis of data and identification of any trends
- Twice yearly non-core Pupil Progress Meetings between the PE subject Leader and SLT
- Gathering pupil voice, habits and behaviours

Definition of Physical Education, School Sport & Physical Activity*

Physical Education, School Sport and Physical Activity are similar in that they all include physical movement, but there are important differences between them as outlines below:

Physical Education

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



School Sport

School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



Physical Activity

Physical Activity is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.



*extracted from afPE's
Health Position Paper

Appendix 2: Curriculum Map – EYFS to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Dance - Seasons	Dance - Nursery Rhymes	Gymnastics - Parts High & Parts Low	Locomotion 1	Gymnastics - Travelling, Stopping, and Making Shapes	Dance - Toys
	Fine Motor skills	+	+	+	+	+
Reception	Fundamental Movement Skills 1	Gym - Rocking & Rolling	Dance - Jungle	Gymnastics - Flight - Bouncing, Jumping & Landing	Dance - Circus	Athletics 1
	Fine Motor skills	Target Games 1	Invasion Game Skills 1	Locomotion 1	Net & Wall Game Skills 1	Striking & Fielding Game Skills 1
Year One	Invasion Game Skills 1	Dance - Fire of London	Gymnastics - Balancing & spinning on Points & Patches	Gymnastics - Wide, narrow & curled rolling & balancing	Dance - Pirates	Gymnastics - Pathways - small & long
	Net & Wall Game Skills 1	Locomotion 2	Fundamental Movement Skills 2	Target Games 2	Athletics 2	Striking & Fielding Game Skills 2

Year Two	Dance - Animals	Gymnastics - Stretching, curling & arching	Fundamental Movement Skills 3	Gymnastics - Spinning, turning & twisting	Dance - Mini Beasts	Striking & Field Game Skills 2
	Net & Wall Game Skills 2	Target Games 3	Invasion Game Skills 2	Personal Challenges	Athletics 2	Yoga Storybook
Year Three	Invasion Game Skills 3	Gymnastics - Symmetry & asymmetry (partners)	Dance - Vikings	Football	Football	Rounders
	Athletics 3	Hockey	Basketball	Netball	Cricket	Tennis
Year Four	Basketball	Dodgeball	Gymnastics - Rolling & travelling low	Health Related Fitness	Tennis	Danish Longball
	Invasion Game Skills 3	Cricket	Dodgeball	Football	Tag Rugby	Handball
Year Five	Cricket	Dodgeball	Invasion Game Skills 4	Invasion Game Skills 4	Athletics 5	Rounders
	Basketball	Football	Football	Health Related Fitness	Tennis	Cricket
Year Six	Ultimate Frisbee	Tag Rugby	Gymnastics - Counter-balance & counter tension	Football	Football	Athletics 6
	Cricket	Lacrosse	Dodgeball	Health Related Fitness	Tennis	Tennis

Appendix 3: Risk Assessment Example

RISK ASSESSMENT FORM					
Service Area: Education		Division/Section:		Location: Playground	
Task Covered by this Assessment: Invasion games on the playground		Persons at Risk: Students			Reference No:
HAZARD	ACTION ALREADY TAKEN TO REDUCE THE RISK (Control measures)	RESIDUAL RISK H – High M – Medium L - Low	ARE THE CONTROL MEASURES ADEQUATE YES / NO	FURTHER ACTION REQUIRED (If existing controls are inadequate)	BY WHO AND WHEN
Falls due to wet or icy conditions underfoot	Gritting carried out in winter months. Areas that are particularly hazardous to be coned off. Children warned as to dangers of sliding. Encouraged to go easy when playground is very wet.	L			
Falls onto sharps, animal feces, broken glass	Site manager to inspect playground each morning. Children instructed what to do if they find anything untoward.	L			
Collisions with fixed furniture and walls	Playground markings end some distance before the perimeter fence and wall. Children reminded not to run near portable basketball posts.	L			
Pupils being struck e.g with a hockey stick	Staff not to use wooden hockey sticks in lessons and to model how to flick pass in unihoc.	L			
Puncture wounds, scratches	Children to remove earrings or tape up own ears. Watches to be removed or fitbits covered with a wristband	M		Write to all parents informing that they should provide tape for earrings that cannot be removed.	
Collisions between pupils	Staff to group pupils in PE Lessons to have as few pupils as possible on any one pitch at any one time. Model activities before letting children partake	M			
Name and Job Title of Assessor(s):		Signature(s):		Date of Assessment:	
Name of Manager:		Signature: n/a		Date of Review:	

Appendix 3: Risk Assessment Example

RISK ASSESSMENT FORM						
Service Area: Education		Division/Section:		Location: Playground		
Task Covered by this Assessment: Strike and Field games on the playground		Persons at Risk: Students,			Reference No:	
HAZARD	ACTION ALREADY TAKEN TO REDUCE THE RISK (Control measures)	RESIDUAL RISK H – High M – Medium L - Low	ARE THE CONTROL MEASURES ADEQUATE YES / NO	FURTHER ACTION REQUIRED (If existing controls are inadequate)	BY WHO AND WHEN	
Falls due to wet or icy conditions underfoot	Gritting carried out in winter months. Areas that are particularly hazardous to be coned off. Children warned as to dangers of sliding. Encouraged to go easy when playground is very wet.	L				
Children being hit by a bat or racket	Activities modeled prior to activities. Children grouped in small areas. Space coned off between pitches so children have buffer zone	M				
Falls onto sharps, animal feces, broken glass	Site manager to inspect playground each morning. Children instructed what to do if they find anything untoward.	L				
Collisions with fixed furniture and walls	Playground markings end some distance before the perimeter fence and wall. Children reminded not to run near portable basketball posts.	L				
Collisions between pupils	Staff to group pupils in PE Lessons to have as few pupils as possible on any one pitch at any one time. Model activities before letting children partake	M				
Name and Job Title of Assessor(s):		Signature(s):		Date of Assessment:		
Name of Manager: Headteacher		Signature: n/a		Date of Review:		