Physical Education, School Sport and Physical Activity and the wider re-opening of schools.

Please note: this advice should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education on 2 July 2020 and guidance from professional organisations:

AfPe Risk Assessment in PE:

https://www.afpe.org.uk/physical-education/wp-content/uploads/Updated-COVID-19-Guidance-July-2020.pdf

https://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Covid-19-FAQs-FINAL.pdf

Government guidance relevant to PE:

https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/guidance-for-the-public-on-the-phased-return-of-outdoor-sport-and-recreation

https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/guidance-for-providers-of-outdoor-facilities-on-the-phased-return-of-sport-and-recreation

https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms

Key Messages

- Every school is different – one size does not fit all
- There is a chain of command / communication

Government guidance → Employer guidance (MAT / LA) → School implementation plan

- PE will not be normal - we need to adapt to make it meaningful
- Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not.
- Physical Education and Physical Activity are not the same thing. PE is a statutory entitlement within the taught curriculum, and is needed now more than ever.
- Questions for us all
    1. Have you reviewed your risk assessments for physical education?
    2. Does your teaching activity meet the Government requirements? www.gov.uk/coronavirus
    3. Are your teaching plans consistent with the requirement of any whole school/employer expectations which may have developed in response to the national guidance?

- Key principles for supporting safe PE, School Sport and Physical Activity:
  1. Clean frequently touched surfaces
  2. Wash hands frequently as part of a clear hygiene regime
  3. Minimise contact
  4. Ensure good respiratory hygiene

Principles that should inform adaptations and planning for Physical Education and School Sport

Learning Activities may be limited along with viable physical education spaces
1. Pupils must stay within their own year group 'bubble'. 2. Specialist PE lessons may be taught in single sex groups from within the year group 3. Examination PE lessons may be taught in KS4 to classes from same year group 4. Extra curricular sports activities can be offered, but year groups must not mix within sessions 5. Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support. 6. Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach. 7. Can you make appropriate adaptations to enable the safer teaching of skills in isolation in line with cleaning and hygiene regimes Team games which involve close physical contact should be avoided.
Protective Measures and Hygiene Sports facilities may be limited due to re-rooming/ requirement for distancing
1. Encourage outdoor PE and sport to support social distancing. 2. Students could work in their own zone or 'safe space', which may even be marked out for younger children 3. What contingency plans are in place for when activities cannot be delivered outside? 4. Consider how the curriculum and activity content can reduce minimal setting out of equipment

Changing Areas

Sport England Guidance to grass roots sport states cleaning required after every use of changing room

1. When used, these should be cleaned after every lesson – Wiping of surfaces is a reasonable approach.
2. Attending school with PE kit (with tracksuit over the top) on will limit the need to use changing rooms.
3. Ensure sufficient standard cleaning equipment is available in all changing areas.
4. Social distancing measures still apply and marking out areas which cannot be used will help you to manage the area effectively.
5. Consider the impact on lesson timing and lesson procedures for cleaning of changing room surfaces, as well as hand sanitising.
6. Considerations need to be given to kit refusers – what procedures will be in place to 'lend' kit, or if not applicable to ensure that learning takes place in that lesson.
7. Changing rooms need to have the same social distancing rules which will affect the capacity of students using them.

PE Clothing (Staff & Students)

1. The school will need to agree on modifications/adaptions on clothing expectations. It may be that you would like your students to attend in their PE kit for the whole day on the day when they have a timetabled physical education lesson in order to limit or avoid the use of the changing areas. This is a whole school decision.
2. Schools may encourage students having back up clothing for when the weather is poor.
3. A trainers only approach is a possibility, where students stay in school uniform, but simply change footwear. This does however limit the range of activity and physical exertion from students. Schools will also need to risk assess the uniform (zips, buttons, pockets) and be sensitive to the families who may not have replacement uniforms, so compromising the hygiene of their children when stay in same clothes for several days.

PE Equipment

1. Equipment will need to be cleaned between each use. It should be noted that this a **whole school issue** and all departments/subjects will be facing the same issues so this should be a whole school solution.
2. You will need to make a decision on which equipment is easier to build into lessons and take into account the cleaning regime at the end of the sessions.
3. Hand washing routines will mean more equipment is available to pupils, however it is often easier to plan for and discourage the sharing of equipment that is handled extensively, such as bats and rackets to mitigate against virus transmission.
4. Where any equipment is shared, for example when throwing a ball back to a peer, it is important that the equipment is kept as clean as possible by ensuring it is cleaned before and after each lesson using the cleaning agents provided by your school.
5. Consider how the activity choice and programme will allow for the cycling of equipment. Purchase additional resources to enable cycling. Clearly label resources when used by students so they do not mix/share resources extensively.
6. Consider programming content that requires limited equipment
7. Hand washing routines on entry and departure to lesson built into planning and clearly documented for all colleagues and students to understand

Washing hands

1. Pay scrupulous attention to cleaning and hygiene.
2. Opportunities for handwashing before and after the lesson must be available.
3. Hand sanitiser should be readily available for students to use during PE lessons

For further advice about the PE & School Sport

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