



## **Physical Education, School Sport and Physical Activity**

We are now experiencing the inevitable deterioration in the weather following a reasonable first half of the term. This means that contingency plans must be implemented to ensure that Physical Education remains an integral part of the broad curriculum that children need.

The national guidance has been that as far as possible, Physical Education should be outside, and this remains the case. This is however not always possible. Although we must continue to teach PE, we should not compromise our duty of care to children to make this happen. (For example, children remaining in damp clothes for the rest of the day).

There is no reason why PE cannot be taught indoors if space permits, but this must be rigorously managed and risk assessments made (and adhered to). The following principles must underpin this process.

### **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

Every response we make should be proportional and driven by common sense!

Please refer to guidance from the [Association for Physical Education](#), alongside our own advice.

**For Further advice about PE, School Sport or Physical Activity**

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## Learning & Content

1. Where PE is taught indoors and space is limited, consider offering activities that are low intensity. Plan activities that are skill based and that children can do in isolation, such as hand-eye coordination challenges, target games, skipping, table-tennis, speed-stacking, or activities that focus on well-being or creativity such as dance, pilates or yoga. If space permits, most areas of the PE curriculum can still be offered but planning must be led by the key principles above.
2. Pupils must stay within their own year group 'bubble'.
3. Specialist PE teachers can work with a number of classes and need not be restricted to set bubbles. This must be risk-assessed, and social distancing regimes must be adhered to rigorously by the teacher.
4. Within the year or class bubble, classes could be adjusted and reassigned into specialist PE groups. Single sex groups from within the year group would for example be acceptable.
5. Ensure there are appropriate adaptations to enable the safer teaching of skills in isolation in line with cleaning and hygiene regimes.
6. Consider scheduling PE lessons for the end of the day, so that children do not have to sit for extended periods of time in damp clothes.

## Protective Measures and Hygiene

1. Encourage outdoor PE, Sport and Physical Activity to support social distancing as often as possible.
2. When working indoors, endeavour to keep intensity relatively low. The harder participants work, the more challenging it is to ensure robust respiratory hygiene, so requiring greater social distancing.
3. If teaching games indoors, make the principal focus skill and technique acquisition, and if incorporating game play, restrict this to small sided games of 15mins max.
4. Students could work in their own zone or 'safe space', which may even be marked out for younger children

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5. Ensure there is a flow of fresh air through the working space. This could be through opening windows and fire doors. **Schools must close fire doors when the room is not in use. Risk assessments should be reviewed to reflect this.**
6. Surfaces where children have been working should be cleaned with an anti-bacterial product (provided by the school) after each lesson. This includes gym mats and equipment that they might have been climbing on. There is no reason why another class cannot use that space or that equipment on the same day, assuming it has been cleaned (This cleaning is analogous to a table being cleaned between users in a restaurant, and does not need to be mopped down and scrubbed!)
7. Minimise equipment where possible e.g. use existing lines in a sports hall rather than spot markers/cones

### Changing Areas

1. When used, changing rooms should be cleaned after every lesson – Wiping of surfaces and frequently handled objects such as taps and door handles with an anti-bacterial product is a reasonable approach.
2. On PE days, it is recommended that children could attend school already wearing their PE kit (with tracksuit or blazer over the top) so limiting the need to use changing rooms. Consider scheduling PE lessons for the end of the day, so that children do not have to sit for extended periods of time in damp clothes.
3. Ensure sufficient standard cleaning products (Hand sanitiser / soap & water) are 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, when used, need to have rigid social distancing rules which will affect the capacity of students using them.
8. Where changing rooms are used, maximise the natural ventilation flow through opening windows and doors where possible.



## PE Equipment

1. Equipment will need to be cleaned between each use. It should be noted that this is a **whole school issue** and all departments/subjects will be facing the same issues so this should be a **whole school solution**.
2. Schools will need to make a decision about 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, skipping ropes, sticks and rackets to mitigate against virus transmission.
4. Where any equipment is shared (for example a ball or a Frisbee), it is important that the equipment is kept as clean as possible by ensuring it is cleaned before and after each lesson using anti-bacterial cleaning agents provided by your school. There is no reason why conventional sports such as basketball, volleyball, football cannot be delivered.
5. Consider how the activity choice and programme will allow for the cycling of equipment. Purchase additional resources to enable cycling if necessary. Consider a rotation, such that after use equipment is allowed to dry before another group uses it.
6. Hand washing routines on entry and departure to lesson should be built into planning and clearly documented for all colleagues and students to understand
7. Where equipment is used extensively by a pupil in a lesson (for example a swimming float, skipping rope or a bat / racket) this should be theirs and theirs alone during the lesson. It should be cleaned at the end of the lesson, and allowed to dry before being used by another child.
8. Gymnastics lessons can occur, and where equipment such as mats are used, clean surfaces with an anti-bacterial product after the lesson and allow to dry.

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## Specific Sports and Activities including extra-curricular provision

1. Pupils should be kept in consistent groups, sports equipment should be thoroughly cleaned between each use by different individual groups, and the contact aspect managed in line with the respective sport's own governing body's advice.
2. Gymnastics can be taught, but it is recommended that children work individually, and group/pair work is avoided.
3. Swimming is permissible, and the chlorination of pool water possibly mitigates against covid-19 transmission. The wider protective measures around the pool-side, changing rooms, and transport need to be rigorously planned.
4. Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at [return to recreational team sport framework](#). There is robust guidance from [Sport England](#) for grassroot sport as well, and schools should refer to the guidance produced by the respective sports' governing bodies.
5. Schools can provide extra-curricular activities where they are satisfied that it is safe to do so. Schools can work with external coaches, clubs and organisations to facilitate this, but must consider carefully how such arrangements can operate within their wider protective measures

## Routines and Procedures

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
4. Procedures for students' arrival (and registration) in the PE space must be planned and understood. Similarly procedures for what happens at the end of the lesson must be robust?

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