



Farnborough Road Infant School

Physical Education Use of Gymnastics Apparatus

‘Learning, Caring and Learning Together’

Planning and Organisation

The use of apparatus is normally part of a lesson:

1. Introduction - aims of the lesson, warm-up related activity. (Knowledge and Understanding)
2. Safe use of equipment, including getting out and putting apparatus away and lifting and carrying will be taught and reinforced.
3. Development- floor-work, development of skills, knowledge and understanding. (Acquire and Develop)
4. Application- applying development of floor work skills in different situations usually on small or large apparatus. (Select and Apply)
5. Conclusion- re-cap of lesson and cool down. (Knowledge and Understanding)

Layout should be planned prior to the lesson and set out to enable pupils to achieve the learning objectives.

Apparatus layout should try to:

1. ensure safe practice
2. maximum level of participation (floor, mats and apparatus)
3. provide continuity and progression for all pupils
4. provide for the needs of the whole ability range
5. allow different access and exit points for pupils

Agility mats should be placed in areas where pupils are expected to make a controlled landing or used for developing agility skills such as rolling.

Pupils should be taught how to use the equipment. A ‘free play’ situation is not the same as a structured task which will enable the pupils to develop and extend themselves.

- Mats should be seen as equipment designed for planning and foreseen landings. When used with this deliberate intent they should reduce impact shock. Pupils should be taught to use the mats in a disciplined way, to carry them safely and should understand the importance of doing so.
- Mats should have a stable base and be in flat contact with the floor.
- Mats should be free from tears and holes.
- Mats should be checked termly by Physical Development Leader to ensure that no dangerous objects such as pins and stones are concealed in the fabric and that the core is intact and not disintegrating to a point where there is a risk of pupils bottoming out on impact. Checks to be recorded in Health and Safety File in the school office.

Please note:

Mats are primarily used in gymnastic sessions to;

- Provide a cushioned area for floor work
- Identify areas on which pupils will deliberately plan to land feet first when jumping from apparatus
- Additional reference; ‘**Safe Practice in Physical Education**’ BAALPE 2020.
- Pupils should be given clear instructions when moving from one set of equipment to the next.
- Teachers need to stress from the outset the importance of discipline and being attentive in relation to learning and safety.
- Apparatus should be suitable for pupils to handle and manage after having received appropriate training from the teacher. A NC requirement is that pupils should lift, carry and position apparatus themselves. We must allow this whenever possible. Eg. a mat should be carried by four Reception children – one on each side, or at least two Y2 children.

- Pupils must be taught how to lift, carry and place equipment e.g. bent legs and straight back when lifting, fingers underneath, thumbs on top, look where they are going, discouraged from walking backwards.
- Equipment should not be placed in such a way that pupils collide with each other, part of the building or another piece of equipment.

Storage

- Equipment must be stored in a recognised place and checked regularly by Physical Development Leader and staff regularly.
- Equipment should be stored in such a way as to be easily accessible to all pupils and teachers who use it.
- Whenever possible the largest equipment should be put out first and mats last. They should be put away in reverse order.

Safety

- Teachers should not teach agilities they have not been trained to teach.
- On the vast majority of gymnastic equipment, the part that makes contact with the floor has a rubber covering which acts as a friction pad and stops the equipment moving.
- Equipment should never be dragged as this damages the equipment and destroys the rubber covering's ability to act as a friction pad.
- Dust can also cause equipment to move as the rubber does not always make contact with the floor.
- No matter how light, long equipment should always be carried by a minimum of two pupils.
- Safe use of equipment, including getting out and putting apparatus away and lifting and carrying will taught to pupils and reinforced during lessons.
- Only equipment specifically designed for PE use should be used for gym lessons.
- Equipment should always be checked by the teacher after it has been set up and before it is used. The pupils should be encouraged to look and be aware of safety issues. It is the responsibility of the teacher to make sure it is secure and safe.
- Equipment should only ever be used under teacher instruction and supervision.
- Damaged equipment must be reported to the Physical Development Leader and Head Teacher. They will organise removal. If necessary damaged apparatus must be clearly labelled to avoid accidental use.
- A specialist firm must check the gymnastics equipment annually.
- The area around the edge of the hall should always be clear of any other classroom items, e.g. chairs to reduce other hazards.
- Children should always be encouraged to sit down in a line, when they have set up the apparatus.
- Children should only use apparatus that they have been able to help set up and must follow the school directions.

Monitoring and Review

This policy will be regularly reviewed and monitored by the governing body.

Updated September 2022

Signed:- _____ Date:- _____ Headteacher

Signed:- _____ Date:- _____ Chair of Governors