



High Quality Physical Education in a Covid-19 World

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The cunning plan...



Intention:

To update colleagues about current and key risk management issues in physical education, school sport and Physical Activity (PESSPA) with specific concession to Covid-19.

Key Principles shared by The Department for Education underpinning advice on Curriculum planning

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, **physical education/sport**, religious education and relationships and health education
- **Physical Education is a statutory entitlement as part of this broad and ambitious curriculum, and schools should avoid collapsing this area of provision**

Key Messages

- Every school is different – one size does not fit all
- 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 a need to have, not a nice to have!!

Ofsted - Looking forward



The greater emphasis the new framework places on the quality of education and personal development is something that PE, school sport and physical activity can significantly help to deliver against. PE, school sport and physical activity can be recognised for playing an essential role in a broad and balanced education - enhancing children's health, building character, improving wellbeing and supporting them to realise their potential. At a time when young people's health and wellbeing has been in decline, this could not be more important.

So what has Covid-19 got to do with it?



Common Law Duty of Care

- We all have a common law duty of care to do what is reasonable to prevent harm occurring to another person
- A higher level of duty of care is expected of teachers (or other professionals) as a result of their specialised training / knowledge

Enhanced standard of forethought

The dry, legal bit!



The legal responsibilities of school staff (HaSaWA (1974) and Management Regs (1999))

**ALL ADULTS WORKING WITH PUPILS NEED TO BE AWARE OF
THEIR LEGAL RESPONSIBILITIES:**

The law requires employees to:

- take reasonable care of their own health and safety and that of others who may be affected by what they do at work
 - co-operate with their employers on health and safety matters
 - do their work in accordance with training and instructions
 - inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken
 - Employees should follow health and safety procedures put in place by their employer.
- Teachers and other staff in schools have a common law duty when in charge of pupils to take the same care of them as they would as a parent.
- **And the common law duty of care..... show reasonable forethought (common sense)**

In-loco parentis / The 'My-Child' Test

**Legal expectation
is
the “reasonably practicable”
and is NOT
“perfection”.**

Key principles for supporting safe PE, School Sport and Physical Activity:

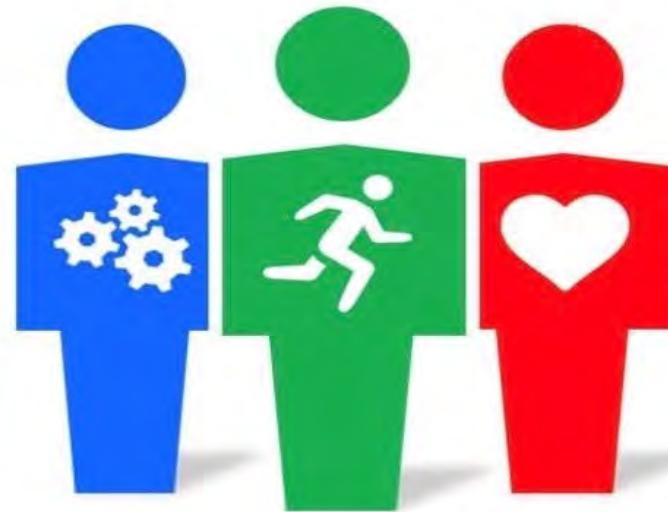
In order to ‘take reasonable care of their own health and safety and that of others who may be affected by what they do at work’, we must ...

- Clean frequently touched surfaces
- Wash hands frequently as part of a clear hygiene regime
- Minimise contact
- Ensure good respiratory hygiene

School isn't just about academia, it's about building a human



Why do we do PE?



Mind

Knowledge
Understanding
Analysis
Feedback
Responsibility
Rules

Body

Physical Ability
Fitness Levels
Competitive
Technique
Tactics
Problem Solving

Soul

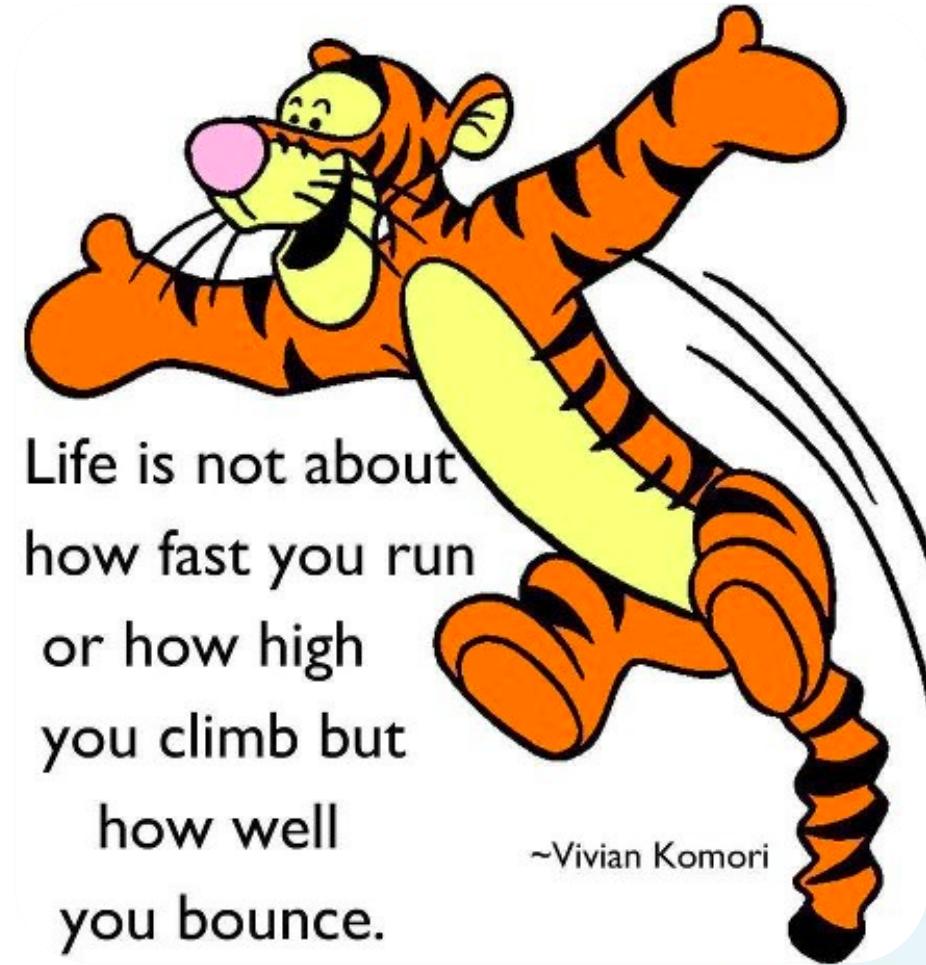
Communication
Leadership
Respect
Resilience
Effort
Confidence

The term resilience comes from the Latin 'Resilio' – To jump back

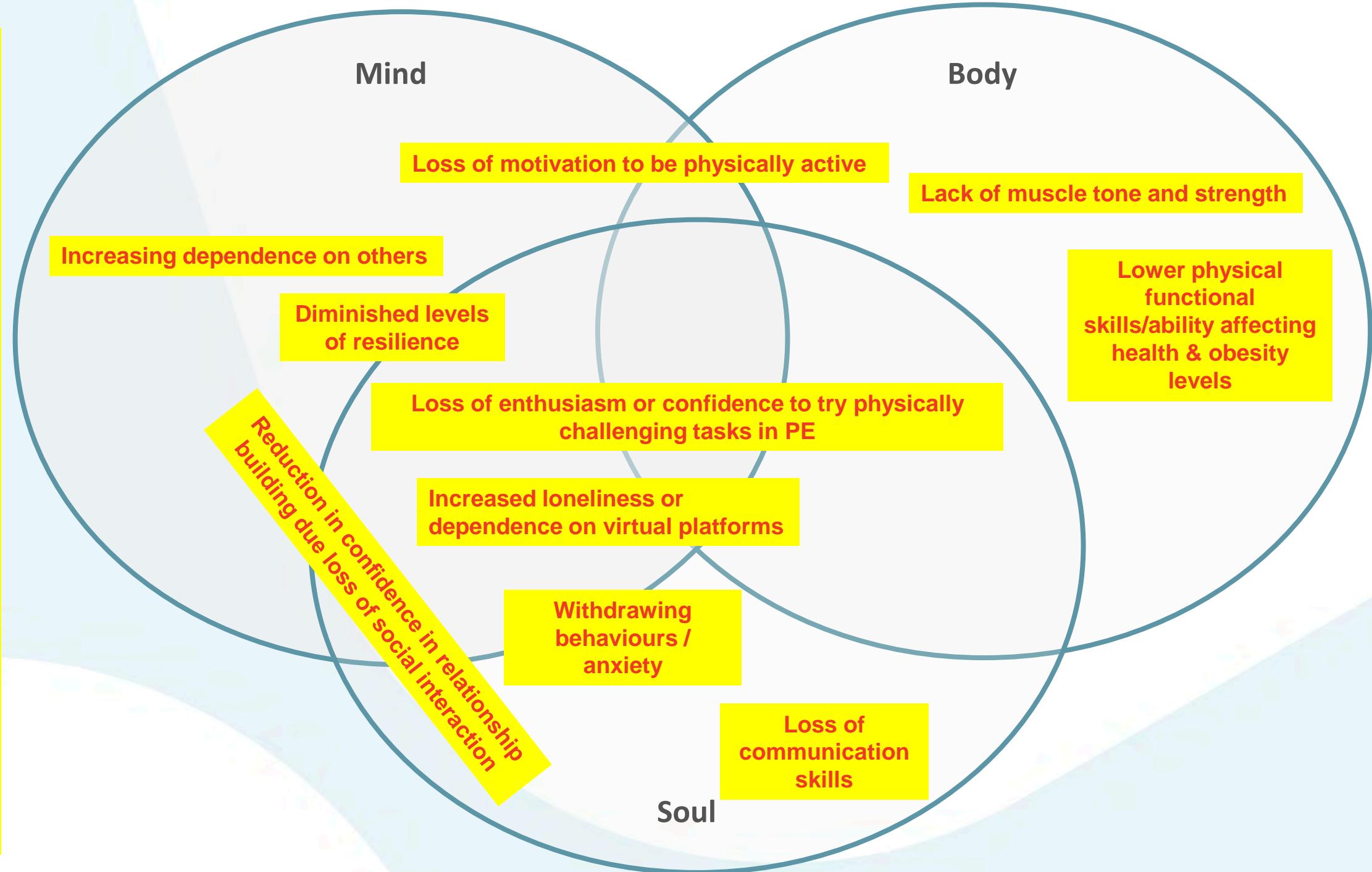
Resilience is a dynamic process.

It has a context & is a result of interaction with the environment

Rutter 1991



Impact of Covid-19



Your role and challenge

- “Please do different things, not the same things differently in order to make a difference”
- Normalise, don’t traumatisé
- Proportionality and common sense are the key to making it work



As an employer, I have advocated 9 areas for consideration when planning and delivering Physical Education in school settings

- 1. Learning**
- 2. Protective Measures and Hygiene**
- 3. Changing areas**
- 4. Teaching areas**
- 5. Social Distancing within lessons**
- 6. PE Clothing (Staff & Students)**
- 7. PE equipment**
- 8. Specific Sports and Activities including extra-curricular provision**
- 9. Routines**

**Updated Guidance
on COVID-19
Interpreting the
Government
Guidance in a
PESSPA Context**



www.gov.uk/coronavirus

1. Learning



- Pupils must stay within their own year group ‘bubble’.
- 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 apply
- Within the year group bubble, classes could be adjusted and reassigned into specialist PE groups.
Single sex groups from within the year group would be okay
- Examination PE lessons may be taught in KS4 & KS5 to classes from same year group
- Extra-curricular sports activities can be offered, but year groups must not mix Agree Consider your pedagogy - Different contexts may need different teaching styles
- Ensure there are appropriate adaptations to enable the safer teaching of skills in isolation in line with cleaning and hygiene regimes.

2. Protective Measures and Hygiene



- Encourage outdoor PE and sport to support social distancing.
- Students could work in their 'safe space', which may even be marked out for younger children.
- What contingency plans are in place for when activities cannot be delivered outside?
- Consider how the curriculum and activity content can reduce minimal setting out of equipment
- Consider how long young people are active for – restrict high intensity activity to 15 mins because respiratory hygiene and social distances will be compromised

3. Changing areas



- These should be cleaned after every lesson – using anti-bac' product
- On PE days, it is recommended that children could attend school already wearing their PE kit .
- Social distancing measures still apply and marking out areas which cannot be used will help you to manage the area effectively.
- Consider the impact on lesson timing for cleaning of changing room surfaces, as well as hand sanitising.
- 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.
- Changing rooms, when used, need to have rigid social distancing rules which will affect the capacity of students using them.

4. Teaching areas



- Physical Education should be outside whenever possible to support social distancing ...
respiratory hygiene.
- Students should not mix bubbles, so if more than one group is working, they should be away from each other.
- If inside (in a big space), try to get some fresh air passing through ... open windows, air conditioning.. Etc.
- If teaching swimming, 1 swimmer per $6m^2$ (ie. Half group size)

5. Social Distancing within lessons



- You should ensure that all lesson activity adheres to the social distancing rules in place at the time of delivery. Check the advice from each respective governing body, because each one is different.
- Use the phrase 'Personal space' and encourage young people to respect it!



6. PE Clothing (Staff & Students)



- The school will need to agree on modifications/adaptions on clothing expectations.
- Students attending in their PE kit for the whole day on the day when they have a timetabled PE works well. **This is a whole school decision.**
- Schools will need to consider where will students leave their belongings?
- Schools may encourage students having back up clothing for when the weather is poor.
- 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.

7. PE Equipment



- Equipment will need to be cleaned between each use. This is a **whole school issue**, so this should be a **whole school solution**.
- 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.
- Hand washing routines will mean more equipment is available to pupils. Avoid the sharing of equipment that is handled extensively, such as bats, sticks and rackets.
- Where any equipment is shared, ie. a ball, it is important that it is kept as clean by cleaning before and after each lesson using anti-bacterial cleaning agents provided by your school.
- Consider how the activity choice and programme will allow for the cycling of equipment
- Hand washing routines on entry and departure to lesson built into planning and clearly documented for all colleagues and students to understand

8. Specific Sports and Activities including extra-curricular provision



- Pupils should be kept in consistent groups, equipment should be cleaned between groups, and the contact aspect managed in line with the respective sport's own NGB advice.
- Swimming is okay, and the chlorination of pool water possibly mitigates against 99.999 % covid-19 transmission. The wider protective measures around the pool-side, changing rooms, and transport need to be rigorously planned.
- 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 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, but must consider carefully how such arrangements can operate within their wider protective measures

9. Routines and Procedures

- Pay scrupulous attention to cleaning and hygiene.
- Opportunities for handwashing before and after the lesson must be available.
- Hand sanitiser should be readily available for students to use during PE lessons
- Procedures for students' arrival (and registration) in the PE space must be planned and understood. Similarly procedures for what happen at the end of the lesson must be robust?



After-School Clubs and Extra-Curricular Sports

The DfE & DCMS have confirmed, via The Association for Physical Education (AfPE) & Youth Sport Trust that schools can continue to offer after-school sports clubs. These must be risk assessed, and be compliant with the advice that was shared prior to half term.

There is also some confusion because the Government guidance refers to the closure of leisure facilities including swimming pools. We can reassure schools that this ruling is specifically applicable to commercial facilities. Swimming pools on a school site can remain in use for curriculum delivery.



Normalise - Don't Traumatise



Ofsted - Looking forward



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Reminders for us all

Make sure you review your risk assessments before teaching any physical education.

Make sure your teaching activity meet the Government requirements. www.gov.uk/coronavirus

Make sure your teaching plans are consistent with the requirement of any whole school expectations which may have developed in response to the national guidance.

- **AfPe Risk Assessment in PE:**
 - www.afpe.org.uk/physical-education/wp-content/uploads/Updated-COVID-19-Guidance-July-2020.pdf
 - www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Covid-19-FAQs-FINAL.pdf
- **Youth Sport Trust**
 - www.youthsporttrust.org/sites/default/files/YST_School%20Sport%20and%20Enrichment%20Response%20to%20COVID_V5.pdf
- **Government guidance relevant to PE:**
 - 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
 - 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
 - www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms
 - www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

Thankyou for your contributions

Any questions....

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<https://www.cambslearntogether.co.uk/services-to-schools/pe/>

