association for Physical Education

Safety in Gymnastics

written by the afPE Health & Safety Team

1. Introduction

The 2020 publication:

"Safe Practice in Physical Education, School Sport and Physical Activity" PESSPA (10th Edition)

is the essential resource for everyone involved in the teaching of PESSPA. The Association for Physical Education (afPE) has written the publication with a wide range of partners to ensure accuracy and current best practice are at the heart of the book. It is the definitive guidance document for all aspects of the subject and all educational institutions are recommended to own a copy.

The publication is available from
UK Coaching
Chelsea Close
Leeds
LS12 4HP
Website: www.ukcoaching.org
Email: orders@ukcoaching.org
Tel: 0113 201 5555

Cost: £44.99, including postage and packing

2. Why teach Gymnastics

Guidance from the Office of the Chief Medical Officer (CMO) in September 2019 suggests that children and young people (5–18) should take part in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day, and engage in a variety of types and intensities of physical activity across the week to develop movement skills, **muscular fitness and bone strength**. Because the CMO's 2011 recommendations on muscle strength did not achieve the recognition they merited, the 2019 report underlines the importance of **regular strength and balance activities for all ages.**

Chapter 3 in the 2020 version of "Safe Practice in Physical Education, School Sport and Physical Activity" (PESSPA)

focuses on children and young people learning about safe exercise practice in PESSPA with material particularly selected to help improve students' **muscular strength and joint flexibility safely through gymnastics**.

A high quality curriculum gymnastics programme will not only comprise the development of gymnastic skills and compositional work but also the teaching of safe exercise practice to prevent injury.

Muscle-strengthening activities are important in physical activity and daily life for safety and comfort; for example, lifting heavy objects, standing/balancing on a bus, jumping to reach something, and exiting a swimming pool hands first. Such movements generally require working against a stronger form of resistance. Through learning and practising a wide range of muscle-

strengthening activities, children and young people can be helped to understand the importance of working and developing different muscle groups.

Because of their weaker bones and lower mechanical efficiency, children should not perform adult versions of muscle-strengthening activities. Sit-ups, press-ups and circuit training activities performed at speed (eg “How many can you do in 60 seconds?”) are inappropriate.

Early Years Foundation Stage (EYFS) and Key Stage (KS) 1 children engaging in hanging and swinging activities, in addition to taking weight on their hands as in bunny jumps, will develop their upper-body muscular strength. Towards the end of KS2, children can benefit from performing simple, low-level strength exercises that involve working against body weight.

Taking part in a high quality gymnastic programme will not only encourage healthy muscular development but also healthy bone growth. Climbing frames and associated linking equipment are essential pieces of gymnastic apparatus for the 21st century child. Growing up in a world of technological devices will strengthen young people’s fingers and thumbs but will do little for their back muscles and bones.

While children are growing, bone-strengthening activities will promote healthy bones and reduce risks associated with weak bones, such as sprains or breaks. On a daily basis, children will walk and run much more than they will turn upside down or improve their core strength. It is therefore important to ensure the physical education programme incorporates opportunities for students to take weight on their hands and other parts of the body, other than feet, and to hang, swing and climb on a regular basis. A rich and varied high quality gymnastic programme will contribute to strengthening the body, particularly the upper body, and improve posture.

3. Who can teach Gymnastics

Anyone teaching a gymnastic session needs to be competent to do so safely. Competence to **work alone** in teaching includes the ability to progressively develop techniques and skills; know whether a situation is safe and if not make it safe; apply the rules of the activity; control and organise the class; and use knowledge of the students to provide appropriate challenge and support.

A head teacher, as the manager technically deploying staff, must ensure that those delivering gymnastic sessions are competent, and carries responsibility on behalf of the employer should any staff be placed in a situation where they do not have the skills to fulfil the requirements of the deployment safely.

As a guide, The Health and Safety Executive (HSE) highlights four means of demonstrating **competence**:

- hold a relevant qualification
- hold an equivalent qualification.
- have received appropriate in-house training
- be competent through experience.

These are not totally discrete. Qualifications, experience and training overlap to produce expertise in a particular field or aspect of gymnastics. Visiting coaches will need to be assessed for their

suitability and appropriateness of qualifications. Employers should have procedures in place for engaging visiting coaches**.**

Where **employers**, produce policy, directives and guidance, these **must** be followed and applied by employees (schools), in the same way that the law and statutory guidance must be applied. It is recommended that schools revisit their policy of working with external coaches and ensure that the coaches meet the requirements in the latest employer guidance.

At the current time of writing, a typical employer will ask that any staff delivering **Gymnastic activities in Primary Schools** must have a British Gymnastics NGB Level 2 award. **NB** - The Gymnastics Teacher Award (Intermediate Primary) and the Gymnastics Activity Instructor by British Gymnastics are **NOT** accepted as a suitable awards for external coaches to be able to deliver curriculum gymnastics or an after school club in a primary school.

4. The Role of the Employee when teaching Gymnastics

All staff have a **duty to take reasonable care** of the health and safety of self and their students when teaching gymnastics. They are also required to follow the school policies, procedures or guidance issued by their employer.

Visiting coaches are not generally employees of the schools they work with. It is essential that employers and employees understand their statutory duties will still apply regardless of the involvement of an external coach. This means that if the coach is using gymnastics equipment it will still require regular checks and maintenance from school staff.

Effective and adequate **supervision** is crucial in all aspects of school life, particularly where children may be involved in potentially hazardous situations such as gymnastics. No class should ever be left unsupervised in any physical education situation.

Positioning should be around the edges of the hall so that the teacher can see the whole class. If assisting or coaching an individual this should be done in such a way that the employee's back is not facing the class.

Discipline is associated with good organisation, which includes using suitable material for the age of pupils, efficient group working and appropriate apparatus selection. Class control is imperative for safe practice and the students should be trained in good habits of response, behaviour and apparatus handling.

A minimum of noise is recommended. Staff should always be able to obtain immediate silence when necessary and should come to a mutual understanding with the class about signals and what they mean.

Including all young people

Inclusion is about teachers ensuring they respond to pupils' diverse learning needs often by providing five different, but complementary, ways of including disabled pupils. Inclusion can be achieved by changing the environment of the activity or the way it is presented. Teachers can provide inclusive, adapted, modified or separate activities or approaches to learning. In most

lessons, the teacher will use more than one approach, to ensure that all pupils are included throughout the lesson.

Example: Modified Gymnastics (Balance)

Aspect	Easier	Harder
Space	• Designated space • Smaller area (larger for wheelchair • users) • Floor/lower • Following arrows/colour cues	• Higher • Space used freely • Apparatus with limited entry and exit routes
Task	• Balance along a line • Balance on a shape on the floor • Balance in your wheelchair	• Balance along an upturned bench • Balance along a beam • Balance along an inclined bench
Equipment	• A line on the floor • A shape on the floor • A mat • Low apparatus • Large surfaces	• Longer, narrower bench/beam • Higher beam • Smaller, narrower surfaces • Inclined apparatus
People	• Support from teaching assistant • Individual	• With a partner • In a group

Example: Modified Gymnastics (Flight)

Aspect	Easier	Harder
Space	• Choice of exit routes • (Different heights) lower apparatus	• Linear Pathway, only one exit route • Higher apparatus
Task	• On and off instead of jump	• Flight from feed to hands • Shape in the air
Equipment	• A Floor level • Wide	• Narrow • Inclined
People	• Assisted flight • Flight to land in water (swimming)	• Flight over partner • Partner on apparatus

5. The Gymnastics Teaching Environment

A risk assessment needs to be specific for the school's use of the facilities, including the type of activity taught in them.

EXEMPLAR FACILITY ASSESSMENT*: Gymnasium

Date: Assessors:

PESSPA Issues	Appropriate Action 'Safe'	Action Required 'Unsafe'	Who Affected? (Student, Staff, Visitor)	Control Measures to Reduce the Risk to an Acceptable Level	Checked By: (Sign and Date)
• Changing room safe? Wire grilles above benches loose and broken with sharp edge – cutting injuries likely		✓	PSV	Needs repair.	
• Work area hazard free? Ceiling tiles broken and out ofplace – could fall and injure		✓	PSV	Needs replacing urgently.	
• Secure footing?	✓				
• Sufficient space for groupsize/activity?	✓				
• Any activity-specific safetyconcerns?	✓				
• Storage adequate and safe? Small store – window broken – glass shards on floor and equipment – danger to staff and could be trampled into gym floor and becomedanger to users		✓	S	Needs sweeping and replacing urgently.	
• Lighting safe and adequate foractivities?	✓				
• Access issues for those with disabilities?	✓				
• Operating procedures known/applied?	✓				

• Fire regulations applied? Trampoline blocks near fireexit. Bolts on other (most likely to be used) fire exit –may prevent small students reaching and escaping		✓	PSV	Trampoline must be moved to alternate storage position. Fire doors must notbe locked other than by push bar mechanism – needs altering immediately.	
• Safety signs in place?	✓				
• Equipment concerns? Large store – bow and arrowsloose in corner; trampettes not disabled/locked		✓		Bows and arrows must be removed immediately to prevent unauthorised use. Trampettes mustbe locked/disabled immediately to prevent unauthorised use.	

*Extracted from Safe Practice 2020

Wherever a facility is used for gymnastics the work area needs to be checked before and during all lessons by staff and students to ensure that:

- the floor area provides secure footing to prevent tripping, slipping or other injury
- obstructions are identified and removed, where possible, or the students made aware of any immovable obstructions, and the member of staff takes these into account throughout the session
- there is sufficient space for the planned activity; activities that involve freedom of movement require more space than those that involve restricted movement; where insufficient space is available, activities should be adapted to suit the restricted space
- there is safe and appropriate access, including for people with disabilities
- transport implications have been addressed, such as the provision of a safe embarkation/ disembarkation area
- the use of additional equipment and the level of noise do not impact on the safety of others using the facility
- safe and appropriate storage and management of the movement of equipment in and around storage areas have been carefully considered.

Indoor floors should be kept clean and swept regularly. Any cleaning and/or polishing of floors should not leave a slippery finish. Loose boards, splintering, cracking and lifting edges sometimes occur with heavy use, and floor sockets and screws can become proud, creating an irregular surface that can affect the likelihood of harm and the security of footing. Dampness caused by

condensation or residual wet mopping after school meals should be dried thoroughly before activity begins.

Sprung or semi-sprung floors are most beneficial for gymnastics in that they offer bones and joints protection from damage that can arise from the absorption of impact energy. Where floors are not sprung, care should be taken with high-impact landings during such activities.

Physical Contact from Adults in Gymnastic Activities

Physical contact, as defined in a safeguarding context, is intentional bodily contact initiated by an adult with a child.

Physical contact for reasons of safety, support, providing confidence or demonstration is typical within PE lessons (eg supporting a balance in gymnastics). It is important that the student is made aware beforehand of the purpose of such provision, and what form it will take. It is a school responsibility to inform parents of this as part of their code of practice about physical contact with students within their safeguarding policy.

Any physical contact should be for the purpose of meeting a student's needs in order to:

- develop techniques and skills safely
- treat injury
- prevent injury occurring
- respond to any special educational needs and disabilities
- prevent harm to the student or others

Support by staff should only be given following a course dealing with support techniques in gymnastics. Students can still reach a high level of expertise by carefully planned progressive practices.

6. Gymnastics Equipment

Gymnastics equipment should be used for the purpose for which it is designed.

Staff need to be confident that the gymnastics equipment they plan to use is of acceptable quality in terms of its design, manufacture and durability. A British and European Standards Kitemark (BS and BS EN respectively) on equipment provides such assurance.

All gymnastics equipment is best purchased from a reputable and reliable company that guarantees to supply products that meet this quality standard.

afPE can provide a list of reputable companies on request.

When working with gymnastics equipment, staff should ensure that:

- equipment is assembled and dismantled systematically and that students are taught to do this,

wherever possible

- equipment is checked by staff to ensure correct assembly before activity commences, and that students are encouraged to remain alert to, and report, any unintended adjustment to equipment as work proceeds
- sufficient space is left between pieces of equipment to allow safe movement around them
- dismount points and planned landing areas are free from obstruction and always well away from walls – mats may be used to designate intended direction of dismount
- equipment is returned to its designated storage space and left in a stable position after use
- equipment is regularly inspected and repaired, where necessary, by qualified maintenance engineers on at least an annual basis.
- between inspections, the condition of equipment is constantly monitored by staff, on a day-to-day and lesson-by-lesson basis, and students are encouraged and equipped to do the same
- equipment deemed unsafe but reparable is moved well away from the working area and clearly labelled as unsafe until it is made good
- equipment "condemned" following an inspection is completely removed from the facility and disposed of
- staff familiarise themselves with key safety points to check on gymnastic equipment
- equipment is age-appropriate so that students are able to manage **lifting**, **carrying** and placing it in a safe manner
- students learn how to lift, carry and place equipment safely:
  - keep back straight
  - keep load close to the body
  - keep feet apart with one foot in front of the other
  - lift with knees bent, using the legs as the lifting power
  - have a good grip on the load before lifting
  - do not change grip when carrying a load
  - do not allow the load to obstruct fields of view
  - face the intended direction of travel without excessive twisting
  - set the load down gently with a straight back and knees bent.

Students should be taught how to lift and carry equipment safely from an early age. They should learn how many people are needed to lift, carry and place specific items of equipment safely, how to carry items correctly and about the importance of remaining focused on the task to avoid any trips, falls or collisions that may be caused by lack of concentration. Teaching correct lifting technique should be an important part of a PESSPA curriculum and can encompass health messages about lifelong back care

Before using gymnastics equipment, a minimum requirement is that it is visually checked prior to students using it, to ensure it is safe to use, assembled correctly and not damaged or faulty. While staff should make this practice part of their preparation, students should also become involved, reporting any faulty equipment at a level that is compatible with their age, ability and previous experience. In addition to annual contractor inspections all schools should have a system for staff to report faulty gymnastics equipment, and for ensuring that staff are in turn made aware of any faulty equipment. Where students take out equipment for use, such as wall bars and beams, a member of staff should check that this has been done correctly so that the equipment is ready to use.

Mats

It is essential that both staff and students understand the structure, function, capabilities and limitations of mats when using them within a gymnastics programme.

Mats are primarily designed to absorb impact when someone lands on the mat on their feet. The

construction of mats allows them to dissipate force, thereby reducing the reaction of the person landing on what would otherwise constitute a hard and unyielding surface.

Over the years, considerable improvements have been made to the design and specification of mats to enhance safety. However, it is important to recognise that mats, whatever their construction and size, should never be seen as fail-safe protection systems that supersede effective technique. Students need to be aware that a correctly performed landing contributes significantly to preventing injury. Correct landing technique, whatever the activity or skill being practised, needs to be taught and re-emphasised regularly.

Care should be taken when buying new mats to ensure that they meet any current standard, where available, and that they fully comply with fire regulations. Assurance should be sought from manufacturers about both of these requirements.

The following guidance relates to the maintenance of mats. In order to promote safe practice, mats should be:

- covered with material that is easy to clean; in order to minimise slippage, the underside will need to be cleaned from time to time, and the top surface periodically, according to the extent of use; they should be checked regularly for any embedded objects, such as stones or pins
- stable and lie flat to the floor; wherever practical, mats should be stored in a horizontal position to prevent warping of closed-cell polyethylene foam and disintegration of foam padding; the manner of storage should ensure that safety features do not become compromised
- free from holes and tears, and display no rucking in the cover or foam infill
- light enough for students to handle easily, preferably in pairs if the mats are lightweight; four students may need to carry mats according to their size and strength in relation to the size and weight of the mat
- subject to regular inspection; damaged mats should immediately be taken out of service until repaired by a specialist maintenance firm, or replaced.

Mats should never be indiscriminately placed around the working area.

Each mat should be placed with a specific purpose in mind.

Examples of safe use of mats would be where they are used to:

- provide a comfortable, cushioned area for aspects of floor work (eg developing rolling activities)
- identify suitable landing areas to students as they work around equipment
- promote students' confidence in feet-first landings from apparatus such as beams and equipment used for vaulting and balancing (though it is the efficiency of technique in landing from a height that minimises injury, not dependence on a mat absorbing the momentum; for example, placing mats under wall bars will not prevent injury and is no substitute for the teaching of correct and safe dismounts)
- extend sequence work by providing choices for changes of direction, level and mode of travel.

General-purpose mats (approximately 25mm thick) are generally suitable for curriculum work in gymnastics. Thinner mats are often so lightweight that they slide around when in use. Thicker mats (eg 200mm) may be necessary for more specialised, advanced gymnastic activities in which the

performer generates high levels of momentum. Staff need to exercise caution when using thick weight-absorbing mattresses ("crash mats" or "safety mats") as landing areas. Too much absorption may compromise safe dismounts on to feet by creating rotation on landing. Using such mattresses can lead to over-reliance on them for safe landings and can be detrimental to the development of correct landing technique. Where such mattresses are used in this way, it is advised that the landing surface is "firmed up" by overlaying the mattress with general gymnastic mats where necessary. Staff should ensure that the mattress is being used because it meets the needs of the activity, not just because it is in the vicinity.

Mats should never be used to protect against the foreseeable outcomes of poorly developed skills, such as anticipating that students will fall while suspended from a horizontal ladder or similar apparatus. In such situations, it is better to modify the equipment and task to reflect student needs and capabilities accurately, thereby minimising the risks of falling and poorly controlled dismounts.

Primary school gymnastic equipment

Primary school gymnastic equipment includes fixed and portable apparatus, such as climbing frames, ropes, benches, movement platforms, nesting tables, boxes, low-level beams, planks, trestles, and mats.

Springboards and Crash Mats

Spring boards and 6" agility mattresses or 'crash' mats are not recommended equipment for gymnastics lesson in the primary school. These pieces of equipment should only be used by specialist teachers who are experienced in gymnastic coaching. Some schools with specialist or experienced staff can successfully train selected children to use these pieces of equipment in a safe and controlled environment in after school clubs.

Storage of Gymnastics Equipment

Storage areas need to be of sufficient size so as not to create hazards. Access should be as wide as possible to prevent "bottlenecks".

Where equipment is stored around the perimeter of an indoor facility, it should be positioned in a safe manner to minimise encroachment on the work area, and placed, if possible, close to where it is generally used, to minimise carrying distances.

Gymnastics Equipment Inspection and Maintenance

The inspection and maintenance of gymnastics equipment by external contractors should be undertaken annually.

If a school chooses not to undertake annual inspections, presentation of a clear rationale for this is strongly advised. Daily/weekly inspections can be completed by anyone who has sufficient knowledge and experience of the equipment to enable them to identify issues such as wear and tear. However, full technical safety checks should be carried out by a reputable supplier who knows:

- what to look at
- what to look for
- what to do if they find a problem.

Correctly maintaining PESSPA equipment prolongs its life and use, and helps to ensure that safety standards are met.

Full details regarding how to organize a gymnastics inspection and maintenance visit can be found on pages 143-145 in the PESSPA publication exemplified on page 1 of this booklet.

7. Gymnastics Clothing and Footwear

Students should wear clothing which does not restrict, or inhibit movement and which is not going to be a source of danger to themselves or others.

Shorts combined with a vest or T-shirt is recommended. A long sleeved top and tracksuit may be worn for religious reasons. Headscarves should be tucked in and secured in a safe manner, particularly at the side of the face.

Where the floor is suitable, students should work in bare feet. Bare feet allows for quality work. Where the floor condition is not conducive to barefoot work, plimsolls are recommended. Outdoor shoes or training shoes are unsuitable and should not be worn and tights removed for hygienic reasons.

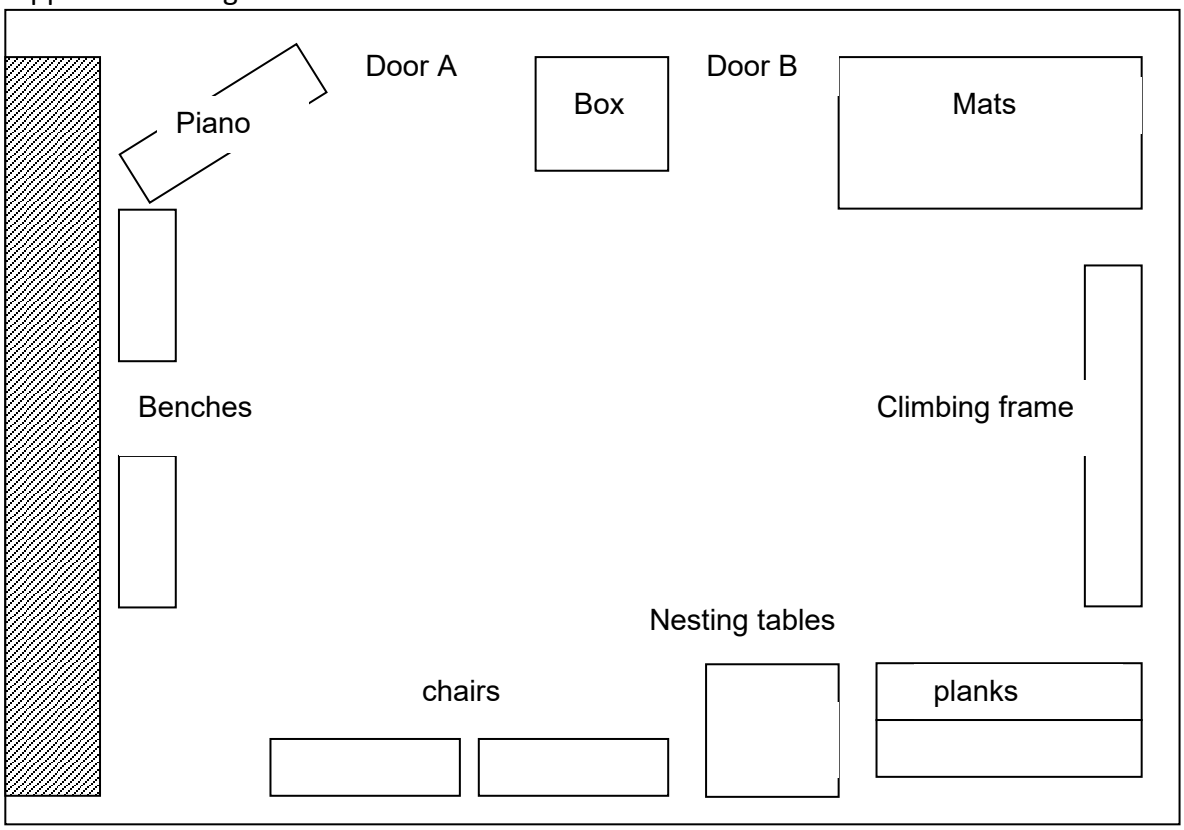
All jewellery should be removed and other personal effects including watches.

Long hair should be tied back and all plastic hair adornments removed.

It may be difficult for teachers to change into a tracksuit for physical education lessons however they should always change their footwear to ensure safe movement amongst students. Plimsolls, training shoes or bare feet are recommended.

8. Planning Gymnastics Apparatus Layouts

It is important to have a detailed knowledge of where all the apparatus is situated before you plan your apparatus arrangements.



It is helpful if the apparatus is placed around the sides of the hall in order to make it easily accessible. Many schools have a system where the apparatus is spread evenly around the hall on a specific day so that the students can select what is needed for their gymnastics unit of work.

Photographs/diagrams and labels on the walls are helpful in familiarising students with allocated storage areas.

There should be adequate room around the equipment so that students can approach and land safely without fear of colliding with other students or apparatus.

Students should be discouraged from approaching the apparatus from the same position each time and encouraged to use the floor space around the apparatus rather than waiting for a turn.

Keep students in the same apparatus groups for the duration of a theme. Groups can be decided on the basis of size, sex, ability, classroom or friendship groups.

When students are first taught to handle apparatus it is better if the same group handles the same apparatus each week, even though they may not spend time working on it each lesson. This enables them to become familiar with lifting and handling one piece of apparatus at a time and will shorten the time spent in getting it out and putting it away.
Before the lesson, staff need to **plan** where the apparatus is to be positioned and if possible assemble to make sure it all fits and is manageable by the students.

When designing **apparatus layouts** consider:

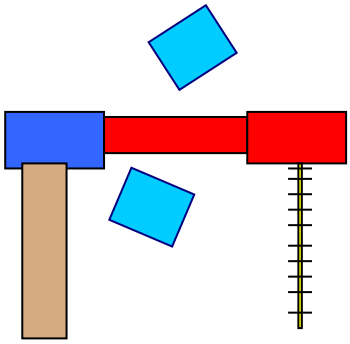
- The age of the students
- The theme chosen and/or tasks set
- The previous experience of the students in handling and using apparatus
- The apparatus available
- The number of students
- The space available.

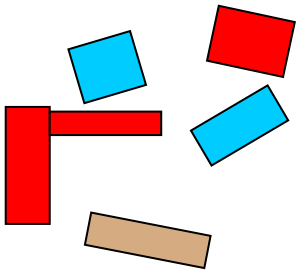
The amount of space and number of students will determine group sizes and number of pieces of apparatus.

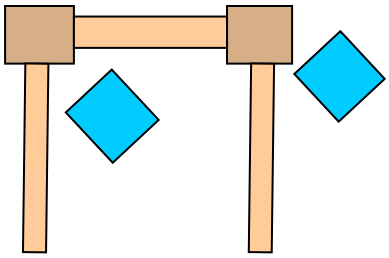
In planning the layout of the apparatus it is unwise to have two sets of equipment next to each other which demand similar kinds of bodily activity and work the same muscle groups, e.g. ropes for swinging next to trestles with a high bar across, both of which would use the shoulder girdle.

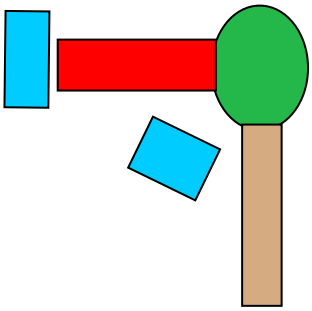
The same arrangement of apparatus should be retained for the duration of a theme and it is useful if the apparatus plan is drawn on a large sheet of paper and pinned up in the classroom. Alternatively students could draw a picture of their own apparatus arrangement and these can be mounted on the wall. Group work cards are also a useful way of reminding the students of the apparatus layout.

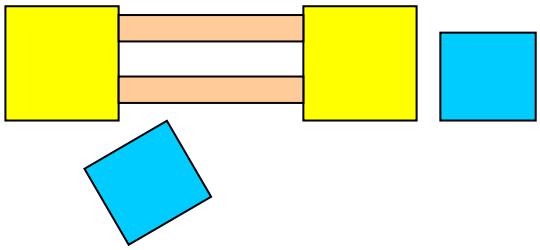
Year 5 Autumn Term Apparatus Plan
Theme: Travelling











In the early stages of using apparatus take the students into the hall to learn the names of the equipment. They could go into the hall in their uniform and practice moving the equipment, knowing that they won't go onto it in that lesson.

After the floor-work part of the lesson, ask the students to sit beside the first piece of apparatus they are going to move. In the first few lessons get each group to take out their apparatus in turn. Reinforce handling and safety.

During the lesson the students may move onto another piece of apparatus, however at the end of the lessons they return to the apparatus they got out.

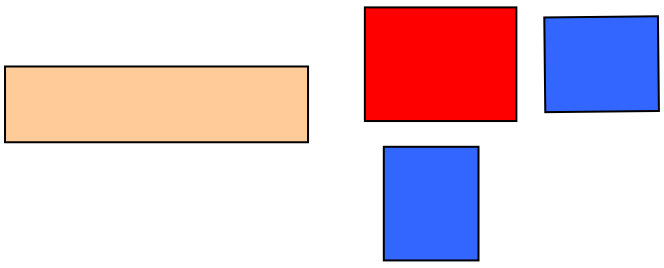
Before the apparatus is put away set a task, preferably an activity that can be performed on the spot.

Back in the classroom the students could draw a picture of their apparatus and write about the activities they performed on it. They could also write the names of the students in their group.

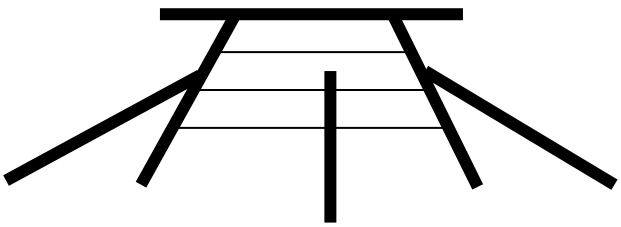
If the apparatus layout changes, on a half termly basis, each student should experience handling different pieces of apparatus within the year.

Students may design their own apparatus layouts. This is a worthwhile activity for it requires them to plan, evaluate, work with other and consider safety. A starting point could be for the groups to change their mat positions and then progress to changing the plan of their existing apparatus. When designing a plan from the beginning, students need to know the themes and tasks to be accomplished before deciding what apparatus is to be used. Evaluating their plan is an important part of the process. Although the class teacher always checks the apparatus once it has been set out, students should also be taught the safety checks and work through the safety checking procedure themselves.

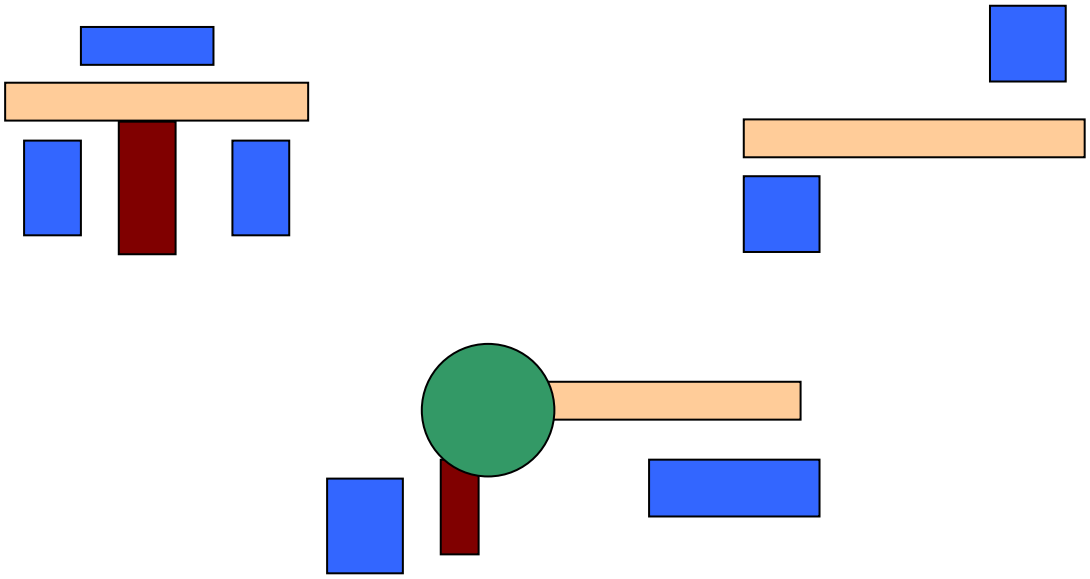
A right-angled arrangement creates a larger and more stable working area. Linear patterns should be avoided as they can lead to queuing because a suggested pathway has been created.



Attachments could be angled instead of level to apparatus allowing the class a choice of working level.



Mats can be used to create interest in the overall design.



If the arrangements are square up to the walls, dead space will be created in the middle of the hall. In this case apparatus can be angled around the hall to ensure that each piece of apparatus has a reasonable space allowing children to move freely as they develop a range of simple or complex sequences.

8. Apparatus Handling

The practice of leaving apparatus out for a series of lessons should be avoided if at all possible for three reasons.

- The apparatus may not be suitable to the theme being taught
- The students may not have adequate **safe** space to carry out the warm-up/floor-work, which is a necessary prelude to apparatus work
- The height of cross poles, ladders and other apparatus may not be applicable to the age range that is following another into the gym.

The number of children required to lift and carry pieces of apparatus will vary according to their age, size and strength/ability.

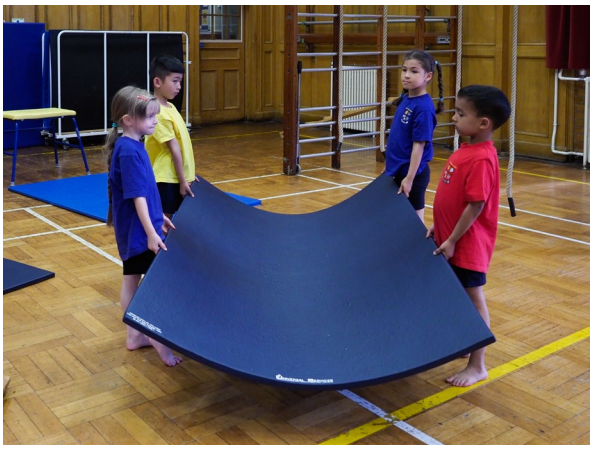
When planning the layout, consider the order of getting out and putting away apparatus. Although mats are often put out last and put away first, sometimes it saves congestion if some groups get out the mats, whilst others get out apparatus, e.g. tables and stools followed by planks and benches.

Insist that students sit down off the apparatus when they have finished setting it out and never touch it, or use it, until checked by the class teacher.

When lifting and lowering apparatus the knees should be bent and the back kept straight. The strain is on the thighs rather than the back.

Mats

- 2-4 students
- 2 lift together, or 4 with heavy mats and younger students
- Thumbs on top, walk sideways

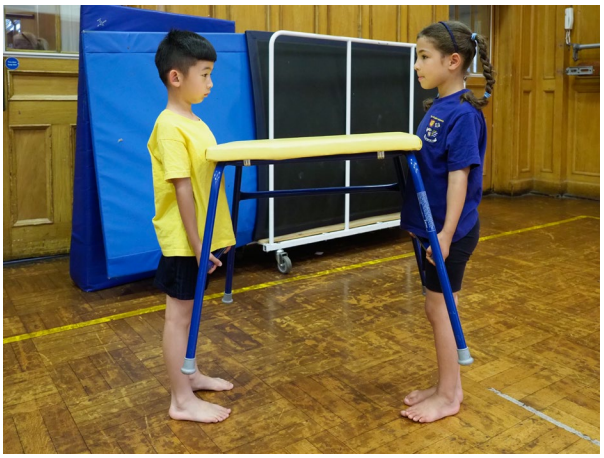


Benches

- 2-4 students
- 1 pupils at each end, others either side in the middle if needed (6 students for heavy benches)

Nesting tables

- 2-4 students
- carriers stand either side
- Movement is sideways



Stools

- 2 students
- Carriers stand opposite, holding same bar

Planks, Poles and Ladders

- 2-4 students (as for benches)

The equipment is placed on the floor. If the item is to be inclined, and fixed below head height, 2 students lift one end over the bar and secure the screws onto it. It may be necessary for the teacher to assist students especially if the item is to be fixed above head height.

Ropes

- 2students
- Ropes are guided out safely to the end of the trackway. They should never be knotted.

Wall Bars

- 2-4 students
- 1 student on each handle. Sections of the frame are moved in unison. The bolts should be secured in the floor plates and straining wire tightened. When the cave is returned to the wall position, check the bolt is resting in the wall bracket at the top of the frame.

9. Working on Apparatus

Before allowing students to work on the apparatus:

Check:

- The apparatus is reasonably spaced and stable
- All potential landing areas have mats covering the floor
- Screw tightly, bolts and hooks.

When working on the apparatus…

Reminders:

- Do the students know how to grasp and place their feet on apparatus?
- Do they understand that they should move slowly and in a space?
- Do they congregate on one item?
- Have they been trained to look before jumping down from apparatus?
- Do they know what to do when you give the command to stop?

10. Lesson Structure

All lessons should be seen as one of a series of lessons based on a specific theme, which, taken over a period of time, will enable children to:

- Experience new work
- Develop their movement vocabulary
- Improve and perfect their movement performance

Generally each lesson should consist of four parts:

- An opening activity/warm-up
- Floor-work
- Apparatus
- Closing activity/warm-down

The lesson should begin in the classroom.

Setting the Scene:

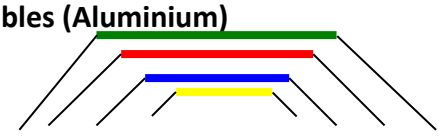
While the students are changing, objectives for the lesson can be stated and a recap of the previous lesson made. Groups and apparatus layouts can also be reinforced.

Students should know what is expected from them as soon as they enter the working area and the opening activity should set the tone of the lesson.

11. Apparatus Equipment Lists

Please find attached the required equipment for KS1 and KS2

To ensure the effective delivery of statutory requirement for gymnastic activities, we have compiled a list of apparatus. Schools can use this when considering their needs and identifying specific priorities for the purchase of apparatus		
Amount	**Measurement**	**Description**
Wall Hinged		
1	**2.0m high**	**Fold-a-way climbing frame**
Bases		
16	**6'x4'x1"**	**Gymnastic Mats (1 mat per pair of students)** 

1 set	**12”, 18”, 24”, 30” & 36”**	**Nesting Tables (Aluminium)** 
4	**6’ ‘infant’**	**Wooden Benches** 
2	**3’**	**Folding Trestles (Aluminium)** 
1	**4’**	**Folding Trestles (Aluminium)** 
2	**7’**	**Padded Benches** 
1	**3’**	**Bar Box** 

Linking		
1	**7’**	**Ladder (Aluminium)** 
1	**7’**	**Pole (Aluminium)** 
1	**7’**	**Parallel Poles (Aluminium)** 
3	**6’**	**Timber Planks** 
1	**6’**	**Storming Plank** 
1	**6’**	**Padded Plank** 
1	**6’**	**Bird Perch**

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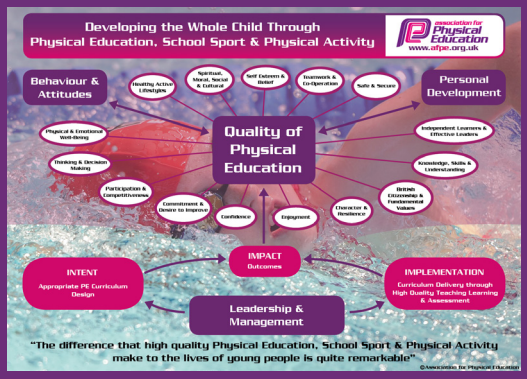

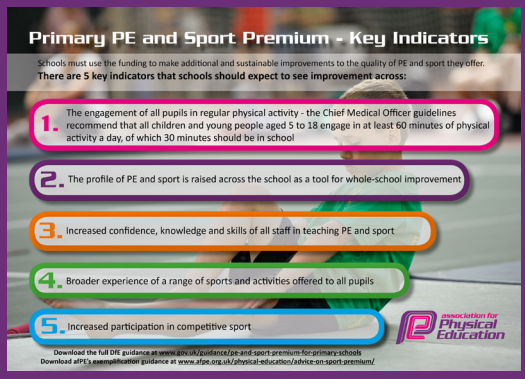

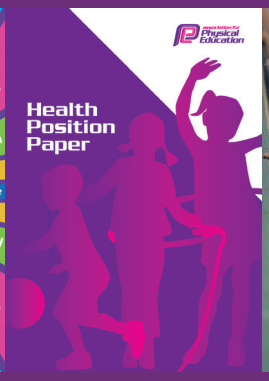

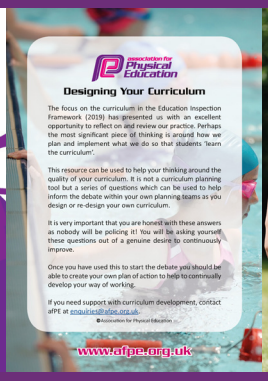

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