

PHYSICAL EDUCATION POLICY STATEMENT

INTRODUCTION

This policy was developed by the Curriculum Co-ordinator for Physical Education in consultation with the whole teaching staff and following guidelines from the LEA and information from INSET courses attended.

DEFINITION

Physical Education educates young people in and through the use and knowledge of the body and its movement (“learning to move-moving to learn”).

“It develops pupils’ physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and in teams.

Pupils learn to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activity.” (National Curriculum 2000)

The core aspects of PE throughout the Key Stages are to do with knowledge, skills and understanding:

- Acquiring and developing skills
- Selecting and applying skills, strategies, tactics and compositional ideas
- Evaluating and improving
- Developing knowledge and understanding of fitness and health

At Post 16 the core aspects of PE are to provide access to a wide variety of physical activities to promote fitness and enjoyment and foster good relationships and self-esteem.

AIMS AND OBJECTIVES

- To encourage pupils of all ages and abilities to be physically active
- To demonstrate knowledge and understanding through physical actions
- To foster the development of independence through problem-solving physical challenges, evaluating and modifying attempts at action and consolidating skills through practice and repetition
- To provide opportunities for the development of positive attitudes towards others of differing abilities and the appreciation of strengths and weaknesses in the performance of others and themselves
- To develop co-operative and competitive skills whilst fostering the observation of conventions of fair play
- To appreciate safe practice in physical activities by requiring pupils to respond appropriately to instructions and signals by lifting, carrying and placing equipment safely by wearing appropriate clothing and observing good hygiene practices.

POLICY INTO PRACTICE

THE NATIONAL CURRICULUM ORDERS

St. Nicholas School uses the National Curriculum Programmes of Study at KS1-4, in order to deliver a curriculum that is broad, balanced and differentiated to the individual needs of the pupils. At each stage, pupils may be working on Programmes of Study from lower key stages, though some may be working on selected elements from the key stage appropriate to their national peer group.

Progression is broadly along the following outlines:

Reception: Early Learning Goals

Pupils should be taught through play to improve skills of:

- Co-ordination
- Control
- Manipulation
- Movement

The aim is to help children to gain confidence and develop a positive sense of well-being.

Key Stage One: Movement Patterns, Basic Skills and Experiences

Pupils should be taught knowledge, skills and understanding through dance, games and gymnastic activities.

The focus of teaching at Key Stage 1 may be on giving pupils opportunities to:

- Develop a simple single action repertoire
- Increase the range of movement in single actions
- Develop basic control and co-ordination in single actions
- Develop a small range of consistent reactions to different stimuli
- Begin to develop an element of purpose and intent in some actions and areas of activity as in Key Stage 2, with hydrotherapy and swimming.

Key Stage Two: Developing Structured Forms of Movement & Skills

Pupils should be taught knowledge, skills and understanding through 5 areas of activity:

- Dance
- Games
- Gymnastics
- Swimming and water safety

AND 1 from

- Athletics **or**
- Outdoor and adventurous activities

The focus of teaching at Key Stage 2 may be on giving pupils opportunities to:

- Use a number of single actions consecutively
- Improve control and co-ordination of actions and movements
- Respond more consistently to a range of stimuli and situations
- Repeat actions and movements with consistency
- Vary their response to situations and stimuli through feedback, help and copying
- Begin to realise that activity and movement can change the way their body feels

Key Stage Three: Involvement in Formalised Games and Activities

Pupils should be taught knowledge, skills and understanding through 4 areas of activity:

- Outwitting opponents (games)
- Exercising safely and effectively
- Accurate replication (Gym)
- Exploring and communicating ideas (dance)

- Identifying and solving problems (OAA)
- Performing at maximum levels (athletics)

At least 1 of these must be dance or gymnastics but both could be taught

The focus of teaching pupils at Key Stage 3 may be on giving pupils opportunities to:

- Develop the range and quality of skills, actions and whole body movements
- Select skills, actions and movements with clear intent to suit the purpose of a specific activity
- Develop a wider range of responses to specific situations, stimuli and activities
- Use movement to explore their world and to learn about it
- Be more aware of others and how to relate to them in different activities
- Develop a basic understanding of rules and conventions in activities
- Move and use equipment safely
- Recognise differences in responses to situations and stimuli, and in how their bodies feel during activities and exercise
- To develop understanding and knowledge of a healthy lifestyle incorporating exercise and balanced diet
- To begin to develop knowledge and understanding of the importance of exercise and the benefits it has

Key Stage Four: Preparation for the Adult World

Pupils should be taught knowledge, skills and understanding through two areas of activity:

- Outwitting opponents (games)
- Exercising safely and effectively
- Accurate replication (Gym)
- Exploring and communicating ideas (dance)
- Identifying and solving problems (OAA)
- Performing at maximum levels (athletics)

The focus of teaching at Key Stage 4 may be on giving pupils opportunities to:

- Develop greater consistency in the selection and application of skills
- Develop basic skills specific to the needs of different activities
- Use simple tactics and compositional ideas
- Develop a better understanding of the nature and purpose of different activities
- Know the value and enjoyment of exercise and activity
- Know that preparation for, and recovery from, activity and exercise is important
- Identify differences in their own and others' work and know some ways to improve work
- Know about different types of exercise and how they help to develop fitness, health and well-being
- Meet challenges in outdoor activities and in the community

(QCA "Planning, teaching and assessing the curriculum for pupils with learning difficulties")

Post 16:

Students undertake Sport and Exercise based on a wide range of opportunities and options available. These are situated at Canterbury College, St. Nicholas main school and Canterbury High School, in addition to public and community based venues. These activities include:

- Exercise machines and multi-gym
- Dance and Yoga

- Basketball and Volleyball
- Cricket and Football
- Badminton and Tennis
- Athletics and Rounders
- New Age Curling
- Swimming
- Sailing
- Horse riding

For those students wishing to gain an accredited PE award, the Sports Leaders Qualification is an optional extra.

PE Enrichment

To increase participation and motivation in PE the secondary department have installed a PE programme that truly reflects the student's voice. The PE enrichment afternoon offers 90min of vigorous, competitive sport in 10 different sporting options and venues. Every student chooses their top 3 sporting preferences at the beginning of the year. Each student then spends 2 terms in each activity improving their skill development.

Coaches that deliver some of the activities help foster links between school and leisure providers. The links have encouraged students to participate in community sport and an information board detailing information about local clubs and activities for students and their families has been installed at the school.

To improve the students experience of PE St Nicholas school have adopted the use of Leuven Scales to measure the involvement and wellbeing of students in these activities. The results are monitored and shared at the end of every 2nd term to maximise the experience of all students. To enable continued PE opportunities for students, the PE staff are constantly updating and developing their sports coaching skills.

Outdoor and Adventurous (OAA)

To engage students in Problem Solving activities whilst utilising the local environment, St Nicholas School offers an intensive 6 week course in Outdoor Adventurous Activities. The OAA course is accredited by AQA and requires the student to learn a range of functional life skills, such as first aid, cooking and effective communication.

Acquiring and Developing Skills

- Develop pupils understanding in a variety of land and water based adventurous activities.
- Take part in problem solving or survival activities requiring pupils to plan collaboratively in pairs or small groups

Selecting and Applying Skills

- Develop pupil's problem solving skills in a variety of situations in adventurous activities.
- Enable pupils to plan and work successfully as individuals, in pairs and in groups.
- Develop pupils understanding of the importance and significance of rules and safety

Evaluate and Improve

Develop pupil's observation and evaluation skills which involves;

- Working with others.
- Asking questions of one another.
- Listening to others
- Communicating with others
- Using key words 'word power'
- Co-operating with others
- Understanding roles and responsibilities
- Taking responsibility for their own learning
- Identifying strengths and weaknesses
- Setting goals and targets o Employing different strategies to evaluate their own and others performances e.g. using ICT

EXTENDED PHYSICAL EDUCATION OPPORTUNITIES

We offer opportunities for pupils to experience other physical activities via the Duke of Edinburgh Award. These include:

- Residential trips to Wales, Rutland and Bewl Water;
- Camping skills;
- Hill walking and climbing;
- Model making;
- Volunteering;
- Orienteering.

Pupils also have the opportunity to join the after school sports club, cricket, football and rugby competitions, sailing, cycling, mountain biking, wall climbing and canoeing. Visits to football grounds and other sporting facilities.

STYLES OF LEARNING

PE is a subject which is learnt actively with pupils working with adults, with their peers and independently.

Instructors, tutors and helpers from within and from outside the school may assist staff and pupils in designing and delivering modules for certain programmes (eg instructors for swimming, trampoline, riding, dance, gymnastics and athletics, cricket, table tennis, sailing etc) and some of these will be based outside the school, involving the pupils in travel to another location (e.g. Kingsmead, Herne Bay or Faversham swimming pools).

Physiotherapists and Occupational Therapists also have an important role in supporting PE within the school and will advise on movement programmes for individual pupils as well as

participating in the teaching and support of these (e.g. organizing and delivering MOVE, Active Education and FIZZY programmes).

CURRICULUM PLANNING AND TEACHING

Teaching should be a balance between instructions, demonstrations, practical activities and feedback on those performances.

Hydrotherapy is, on occasion, offered to individual Primary and Secondary pupils by the Physiotherapy and Occupational therapy staff at the Kent and Canterbury Hospital. We provide hydrotherapy. (See hydrotherapy policy)

Cycling at Fowlmead has been established as an activity for the Senior Department and College Group.

RECORDING AND ASSESSMENT

The formal recording and assessment of pupils' achievements in PE is carried out by continual teacher assessment (as part of a plan-do-review cycle). These are then used to produce end of term evaluations and the Annual Review report and targets for the next year. There is also an important role for photographic and video evidence of pupils' achievements both as individuals and in a group or team situation.

STAFFING AND RESOURCES

All staff teach PE, usually to their own class but sometimes in cross-class groups. The PE Co-ordinator (with the support of the Sports Development Coach) is responsible for:

- Supporting the delivery of the PE curriculum throughout the school
- Producing the PE Policy and Development plan
- Liaison with external bodies such as the Kent Sports Development Officer for Disabled People, the Orchard School, St Anselm's School, the Kent Cricket Development Board, the Westbere Sailing Opportunities Trust etc.
- Booking swimming sessions (*however, individual staff are responsible for cancelling their own sessions if they are unable to go*)
- Ordering and maintaining stock

The Sports Development Officer is responsible for teaching climbing wall sessions in PE lessons supported by trained staff with a site specific qualification.

LINKS WITH THE COMMUNITY

St. Nicholas school needs to access sports facilities in the local community for the full development of the curriculum. The use of riding centres, swimming pools and sports centres is a priority. We also loan out our premises and equipment from time to time to other organisations (e.g. Hydrotherapy Pool). We are always ready to explore opportunities for our pupils to take part in sports events with students from other schools, whatever their abilities. Regular fixtures, events and competitions are organised within the consortium – for a wide range of students to access in a variety of sport activities

HEALTH AND SAFETY

All activities will be risk assessed and appropriate safety precautions taken in accordance with the guidance in the BAALPE handbook. Staff should also be aware that they need to take into account specific conditions (e.g. Atlantal Axial Instability in pupil with Downs Syndrome). Please see the current BAALPE handbook in the school staffroom.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Hydrotherapy Health and Safety Safeguarding/PSHE Sports and Development Gifted and Talented/ Teaching and Learning
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SALLY MULLERVY/DAVID PHILLIPS REVIEWED TERM 3 2015
