

HIGHSHORE SCHOOL

Physical Education Policy

Aims and Purposes:

- To introduce students to a practical understanding of the importance of exercise, health and wellbeing
- To give pupils a variety of experiences in major indoor and outdoor games, gymnastics and dance
- To develop confidence in a range of physical activities
- To provide opportunities to be creative
- To promote positive attitudes toward an active and healthy lifestyle
- To develop skills of planning, performing and evaluation
- To develop social and inter-personal skills

Emphasis is also made on the resulting responsibilities:

- To work sensibly and safely alone and with others
- To co-operate with others in a team situation
- To accept a victory with modesty and defeat with dignity

Curriculum Content:

There is a separate subject overview identifying key stages and relevant areas of study.

Pupils in Key Stage 3 will experience activities including, but not limited to: fitness; games; gymnastics; basketball; cricket; football; badminton; tennis and athletics

Pupils in Key Stage 4 will experience activities including, but not limited to: fitness; games; gymnastics; basketball; cricket; football; badminton; tennis and athletics

Pupils in Key Stage 5 will experience activities including, but not limited to: fitness; games; gymnastics; basketball; cricket; football; badminton; tennis and athletics

Accreditation:

In Key Stage 4 and 5 pupils will have the opportunity to follow the WJEC Healthy Living and Fitness pathway to receive an accreditation.

The subject co-ordinator is responsible for providing medium term planning on a half termly basis to all teachers who teach physical education. Starting from the medium term plan all teachers will plan lessons in physical education with appropriate differentiation, approaches, resources and activities to meet the need of the pupils in their classes.

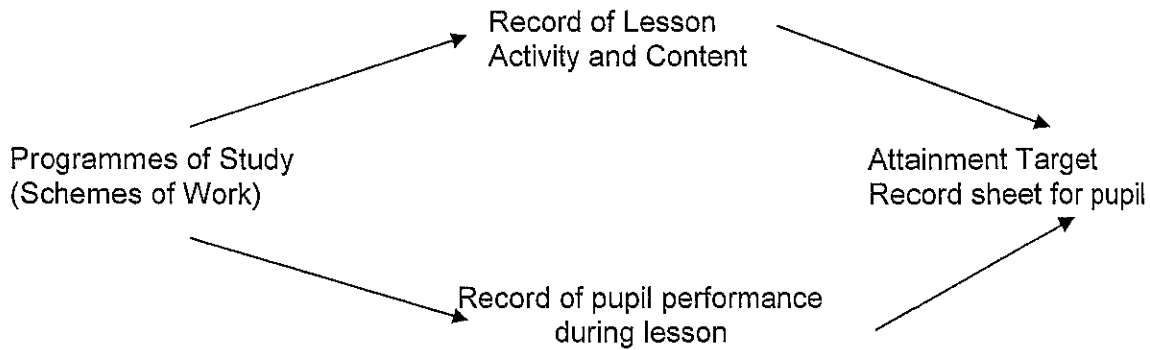
Teaching and Learning Styles:

Physical education is taught using a variety of styles:

- Individual and group activities allow for the pupils to progress both as an individual and as a team player
- Tasks are clearly defined and within the grasp of all pupils (the extra number of support assistants in lessons for pupils with complex needs allow for pupils to have 1:1 help when needed).
- All students will be challenged either by receiving higher level tasks or by tighter limitations using the STEP model.
- Teaching methods will always include demonstrations.

Monitoring and Assessment:

Informal teacher assessments will be made on a continual basis. A scheme of work is devised for each Programme of Study and is taught to the pupils. Through careful preparation and recording it is possible to ascertain the Attainment Target level which best reflect a pupil's accumulation of knowledge, skills and understanding in physical education. Their progress is recorded on an Assessment Sheet, which also forms the basis of the end of year report.



Equal Opportunities;

Where particular pupils have additional needs which must be addressed in order to overcome barriers to learning – for example, as the result of disability, medical needs and sensory impairment – teachers will take account of these requirements by:-

- Making sure the pupils have equal access to all activities (variety of equipment, adaptation to rules etc.)
- All groups are mixed in terms of gender and ability
- All lessons are prepared so that each individual student can achieve maximum enjoyment and development
- All students are encouraged to reach their full potential

Cross-curricular Links:

Links will be made with other curricular areas to support and enhance the delivery of physical education. For example:-

- English: listening to and interpreting instructions (visual cues through demonstration for our non-verbal pupils)
- Maths: working in 2s; 3s; scoring; counting goals and points; measuring in athletics; keeping on time to the music in dance; recording fitness scores; maths language: longer, shorter, left, right etc.
- Science: strong links with biology; understanding of the heartbeat; pulse rate; muscles and the blood system
- Food Technology: healthy eating goes hand in hand with physical education and a healthy body

These links will be built into subject planning.

Health and Safety:

Risk assessments are in place for physical education; each sporting activity has its own additional safety rules.

Every attempt is made for each pupil to perform in a safe environment where the risk of injury is minimal.

As in any subject, PE has its own set of rules. These involve:

- The health and safety aspects which are part of the routines of changing, washing/showering after lessons
- The safety aspects which apply whenever any kind of apparatus is used
- The need to learn to work together safely in a moving situation
- The respect for others' personal space
- Basic ground rules for individual games

Physical education is about pupils learning about themselves: their capabilities; their potential and their limitations. It is learning how to work with and respect others. It is about developing self-confidence and self esteem. It is about enjoying and understanding the body in action and hopefully to promote lifelong interest and participation in physical activity.

Subject: Physical Education

Subject Leader: Earl Collins

Date: May 2015

Date ratified by Governors: June 9th 2015
Julia A. Field