

**Reviewed: May 2018**

## **Physical Education Policy**

### **- A Personalised Approach**

We uphold the ideal of inclusion in its broadest sense and seek to involve all stakeholders in achieving this.

As a team we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil centred planning and solution focused support – ultimately leading to successful educational integration.

We endeavour to provide a safe, nurturing, community based environment that facilitates a personalised holistic approach to learning enabling pupils to reach their potential.

### **INTRODUCTION**

The disparate needs, disabilities, conditions, profiles, backgrounds and circumstances of our pupils mean that a 'one size fits all' approach is unlikely to be successful. A personalised approach/response/plan will be considered, devised, developed and reviewed. At Northumberland Pupil Referral Unit, we believe that all pupils of this school should access the Physical Education curriculum. We aim to make the curriculum appropriate for each individual's age and ability in an interesting, meaningful and enjoyable way.

### **Aims and Objectives**

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Northumberland Pupil Referral Unit, seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

### **The aims of Physical Education are:**

Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.

Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.

To enable pupils to see PE as:

A major feature in our lives, related to employment, leisure and culture.

Part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.

To enable pupils to:

Understand and use safe practice and to appreciate its importance in PE.

Understand the short and long term effects of exercise on the body.

Understand the role of exercise in a fit and healthy lifestyle.

Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education department.

Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.

Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.

Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.

Allow pupils to develop informed opinions and be able to support them in reasonable argument.

**The objectives of Physical Education are:**

These objectives relate directly to the aims for PE at Northumberland Pupil Referral Unit and are intended to show how the aims are put into practice.

Staff should provide a variety of experiences and activities during the course of study and during a PE lesson if possible and appropriate, for example:

- Games
- Gymnastics
- Swimming
- Indoor and Outdoor activities
- Individual and group activities
- Problem Solving
- Communicating PE ideas to others by means such as speaking
- Listening and appraising.
- Practising and refining skills
- Using repetition in order to improve

The National Curriculum Key Stages should be used as the basic core skills for the Schemes of Work. Rules, vocabulary and games skills such as attack, defence and fielding will be taught. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.

Staff should refer to work in other curriculum areas when appropriate:

Pupils should follow written and verbal instructions accurately.

Safety is further enhanced by emphasis on the following:

- The need to wear correct clothes/equipment.
- The need to follow rules.
- How to lift, carry, move and place heavy equipment.
- The need for warm-up and recovery period when exercising.
- How to swim and be safe when around water.
- General safety rules when engaged in Outdoor Education.

Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities.

Schemes of work identify planned opportunities for pupils to develop a range of desirable personal qualities.

There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.

Staff should encourage pupils to improve in a particular sport or skill over a period of time.

Staff should adhere to the token economy system in order to encourage pupils to achieve their full potential and experience a feeling of achievement.

Pupils should be encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.

Staff should not attempt to spend inequitable amounts of time with any one pupil or groups of pupils/gender group etc. However, staff often spend considerable amounts of their own time helping individual pupils.

Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources.

As a school that is inclusive, we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.

### **Teaching and learning style in Physical Education**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/paired/group activities. We cater for the different strengths, needs and preferences of each child, using differentiated activities to personalise the curriculum. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through using STEP differentiation:

**Space:** modifying the space in which the activity is happening. E.g. increasing or decreasing the area, changing the distance or direction or adjusting personal and group space.

**Task:** Modifying what is happening in the task. E.g. changing the rules or demands of the activity, changing the length of time, or changing the teaching cues.

**Equipment:** Modifying the equipment children are using. E.g. changing the size of the target, the amount of equipment or the arrangement of the equipment.

**People:** Modifying the people that are involved in the task. E.g. children working alone, in pairs, in bigger or smaller team or as a leader or follower.

All children are encouraged to join clubs and extend their interest and involvement in sport. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving within sport. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Economic Education (PSHE).

### **Physical Education curriculum planning**

PE is a foundation subject in the National Curriculum. Our school uses the National scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

The curriculum planning in PE is the responsibility of the class teacher. The long-term plan maps out the PE activities covered in each term. Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The SLT keeps and reviews these plans.

These are handed in electronically and placed on the shared system. We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **Cross curricular Links to other subjects**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Physical Education lessons to other areas of the curriculum:

- **Mathematics.** Sharing strong links with mathematics – taking measurements (length, time, mass, etc), data handling and presenting data in tables and through the use of graphs and pie charts.
- **ICT.** We recognise the important role computing skills have to play in the development of Physical skills. We also recognise the importance of being computer literate. Computing skills are used to enhance teaching and learning of Physical Education and to give all children the opportunity to use computing to research, collect, analyse and present scientific findings.
- **English.** A physical activity can be used to stimulate pupils to write their own text in the genre about which they have been learning. This approach means that the limited time allocated to science can be used primarily for practical work, as communication of science ideas is covered in the literacy periods.
- **PSHE** education and the study in science lessons of reproduction and human development. Such learning both boosts children's knowledge of human biology and helps pupils to stay healthy and safe as they grow up. The aim of teaching about this in the primary curriculum is to allow the school and parents to work in partnership to keep children knowledgeable and safe as they grow up.

### **Teaching Physical Education to children with special educational needs**

At the PRU we teach Physical Education to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors; classroom organisation, teaching materials, teaching style, variation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. The class teacher is responsible for ensuring that learning is appropriate to the needs of the children on the SEN Code of Practice. The support teacher/assistant should be fully briefed beforehand, and the objective of the lesson clearly identified. Where children are to participate in activities outside our school, for example, a sports

event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment, recording and reporting**

Assessment of pupil attainment is a continuous process to all teaching and learning. It will inform teachers, pupils and any reports and will help to identify learners' strengths, weaknesses and needs. Formative assessment via observations and feedback to aid progression is essential in any lesson. Assessment will cover pupils' abilities in planning, performing and evaluating in relation to physical competencies, health and related fitness, safe practice and personal and social competencies. Pupils' attainment should be recorded at the end of a unit of work. The observations will be used to plan further work and will be reported to parents in school reports.

### **Resources**

There is a wide range of resources to support the teaching of PE across the school.

Resources are mainly stored in the outside P.E cupboard/shed. The children use the school yard for games and athletics activities as well as accessing external providers (e.g. Morpeth swimming baths)

### **Health and Safety**

The effective management of safety for Northumberland Pupil Referral Unit has four main components:

#### **Risk Assessment and planning before a lesson**

Organisation of routines during and between lessons to include:

- The use of appropriate kit.
- Checking PE areas are free from sharp objects and broken glass.
- Location of safety equipment.
- Reporting accidents.

#### **Control to include:**

- Where to find safety information.
- Regular safety checks.

**Monitoring and Review** – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

#### **Risk Assessment and Planning Before a Lesson**

All staff are required to familiarise themselves with the Health and Safety policies of the school. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy.

Before a lesson starts staff should:

- Have procured any necessary safety equipment and undertaken any specific safety measures.
- Know how and when to use any particular facilities and equipment.
- Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:

- Identify hazards.
- Identify cause and effect.
- Examine working methods.
- Investigate safety literature for advice.
- Remove hazards where possible.

**In case of emergency staff should:**

- Be familiar with evacuation procedures in case of fire or other emergency.
- Know the location of, and when and how to use, firefighting equipment.
- Know the location and identity of members of staff trained in First Aid.

## **Control**

Teachers should be aware of:

- Where to find information.
- The LEA Safety File containing safety circulars from the LEA.
- LEA Health and Safety Policy.
- School Health and Safety policy and where to find it.
- The procedures for reporting accidents, particularly those that constitute an emergency.
- The school's behaviour and discipline policies.

## **Other**

Periodic safety checks of PE equipment are carried out by members of staff.

Several members of staff are First Aid qualified.

## **SMSC in Physical Education**

### **Spiritual Development**

During the range of activities that students can participate in, students can develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences.

Examples of Spiritual lessons in Physical Education:

- Explore, creativity through producing Dance and Gymnastic routines
- Creating and developing own attacking and defensive set plays and tactics
- Reflecting and critiquing their own and others performances
- Displaying emotions through their Dance and Gymnastics routines
- Using discovery style to allow students to have their own thoughts, ideas and concerns
- Questioning students throughout lessons – WHY, WHAT, WHERE and HOW
- Units of work focusing on Team building – Motivation, determination and character building

### **Moral Development**

PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Students should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

The concepts of self-discipline to excel are essential. Students should be taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

Examples of Moral lessons in Physical Education:

- Moral dilemmas – students investigate into deviance issues in sport such as the use of performance enhancing drugs and match fixing.
- Promote fair play and team work in lessons
- Encourage good sportsmanship throughout
- Respect with equipment both when using it and when storing it
- Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations.
- Respect for their facilities and the environment they are active in

- Listening to teacher and peer feedback on particular sporting skills
- Promote trust with peers through team building activities
- Using students as sports leaders/ambassadors
- Sports Relief

### **Social Development in Physical Education**

Students in PE can use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. An interest in and understanding of, the way communities and societies function at a variety of levels. Also students can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.

Examples of Social lessons in Physical Education:

- Creating a sense of community in lessons and clubs
- Interact with the community and primary schools through coaching
- Encourage students to recognise and respect social differences and similarities
- Celebrate sporting success both in and out of school
- Encouraging the attendance to extracurricular activities
- Promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.

### **Cultural Development in Physical Education**

The PE department can encourage a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Examples of Cultural lessons in Physical Education:

- Learning about the developments of sports in different countries
- Learning where different sports originate from and what the national sports of different countries are
- World Cups and Olympic games
- Exploring and respect a variety of different cultural dances
- Gaining an understanding of different sports and their foundations
- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers both at school and in their own sporting environment.