

Purpose

This policy reflects the values and philosophy of the school in relation to physical education. It provides guidance to be read in conjunction with the schemes of work which set out in detail what the pupils in different years/classes will be taught.

The document is for all staff, Management Committee members and parents and is reviewed each year.

Rationale

Physical education is a foundation subject within the National Curriculum. In this school the work is set within the context of “learning from doing”

South Cumbria Pupil Referral Unit aims, through physical education:

- To offer all pupils an alternative context for learning which will develop good quality performance and at the same time enable every pupil to become independently active
- To provide background skills with the motivation to opt into physical activity as a lifestyle habit
- Through the areas of activity within the National Curriculum programmes of study provide and contribute to the whole curriculum through artistic, aesthetic, cultural, personal and social education, health and fitness and cross-curricular learning

Aims

To become independently active, the pupils will be provided with the following opportunities:

- To develop the knowledge, understanding and skills to plan, perform and critically appraise their own and others’ performance of an activity
- To develop artistic and aesthetic understanding within and through movement
- To develop personal qualities such as self-esteem, self-confidence, tolerance and empathy

- To develop an understanding of healthy living and life long, effective exercise
- To experience and appreciate the contribution of physical education and the benefits of participation in physical activities in school and throughout life
- To develop personal and inter-personal skills
- To forge links between the school and the community

These essential capabilities will be developed in a context which ensures:

- equality of opportunity in terms of access to:
 - a broad and balanced programme
 - appropriate groupings, experience, ability, gender, etc
 - facility use
 - staffing expertise
 - time
- a safe environment:
 - provides challenge but eliminates danger
 - concern for health and safety
- a well-managed and organised framework which
 - sets high standards of performance
 - is well taught
 - provides opportunity for involvement with one's own learning
 - involves good levels of activity

Organisation

The subject is organised into units. Within the scheme, learning activities are sequenced to ensure progression and taught through direct teaching and practical tasks.

Planning

Curriculum planning is organised into three levels:

- Long-term planning gives a broad curriculum framework for each year of key stage to include all area of activity within physical education.
- Medium-term planning these are half termly plans divided into specific units of work with lesson and subject objectives

The planning process outlined above is used to:

- set clear and achievable goals

- ensure progression
- ensure match to expertise and ability
- include assessment procedures
- establish criteria for evaluation of teaching and learning

Students will also be offered the opportunity to go offsite for some PE lessons, including activities at Barrow leisure centre partaking in activities that link their Duke of Edinburgh award.

During the summer term, students may also have the opportunity to participate in cricket at Furness cricket club. Currently there are links being built with local sports clubs to use their facilities including Holker Old Boys Football club and Barrow Raiders Rugby League.

Sports Coaching/leadership AIMS.

In Key Stage 4 we have a Sports Leadership Program which is designed to give pupils opportunities to develop leadership skills through sport and physical activity. Pupils are trained to plan, organise, and deliver small games or activities for younger children in local primary schools, peers, or within school events. The program focuses on building **confidence, responsibility, communication, and teamwork** by encouraging pupils to take on roles such as activity leaders, referees, event helpers, or playground game coordinators.

It includes:

- Training in basic leadership skills (communication, organisation, teamwork).
- Learning how to set up and deliver fun, safe, inclusive activities.
- Opportunities to lead younger pupils in playground games, lunchtime activities, or inter-school events.
- Developing responsibility for equipment and event management.
- Reflection on leadership experiences to improve skills further.

Class organisation

Within the lessons pupils are taught as a class, group and individuals. The pupils across the Key Stages are taught by a variety of staff.

Assessment, Recording and Reporting

We use assessment to:

- plan future teaching and learning

- provide summative information for teachers and parents
- provide in-house accreditation to recognise achievement against specific standards in selected activities
- Allow students to visually see their own progress and achievements

Techniques used include teacher observation, discussions between teacher and pupil, Question and Answer, pupil self-evaluation and Records of Achievement.

Assessment is carried out throughout units, and is the responsibility of the teacher in charge of the class. Records are kept to:

- report progress to parents
- plan future learning
- ensure continuity

Within the department there is opportunity to complete recognised governing body awards where appropriate. Where specific qualifications do not apply pupils are rewarded for participation with post cards and in house certification. Pupils monitor their own participation and progress through a visual board displayed in the PE office.

Resources and Accommodation

Maintenance, replacement and purchases of equipment are the responsibility of the co-ordinators/head teacher. The school has the following facilities – playground and gym. The fitness suite is well equipped with the latest cardio equipment.

Inset

Staff needs in physical education are identified through performance management, appraisal and the school development plan, and prioritised by the co-ordinator. Staff using the facilities are all guided in the safe and effective use of the equipment.

Equal Opportunities

All pupils irrespective of gender, ability, ethnicity and social circumstance have access to the curriculum.

Participation

All pupils are expected to participate fully in physical education lessons. On occasions when pupils are physically incapable of participating the school expects information in

writing or a phone call prior from home. A record of non-participation is kept with completed tasks filed.

Clothing

All pupils and staff are expected to be appropriately dressed. At Newbridge House/Pupil Referral Unit and Channelside this is training shoes, tracksuit bottoms, T shirt or sweatshirt. SCPRS will provide appropriate equipment as necessary if failure to do so would prevent participation. Most students borrow and participate in school provided kit.

Safety and Health

Guidance for health and safety are available in the General Policies and Procedure file. Jewellery should be removed, long hair tied back. The facility and all equipment to be used should be checked to ensure that they are safe before use. Teachers should be aware of any medical problems. Children are taught expected standards of behaviour and safety and Induction on Gym Equipment.