



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

PHYSICAL EDUCATION POLICY

Wayne Murphy, Head Teacher.
Rachel Faulkner, Deputy Head - Standards
Carol Conway, Deputy Head - Wellbeing
Gwyn Daniels - Assistant Head



' Opening Doors To The Future '
' Agor drysau i'r dyfodol '

Original Completion Date

January 2015

Author

Rachel Faulkner, Deputy Head- Standards

MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

Aim of the curriculum

- To develop a positive attitude to participate in physical activity in school and outside of school.
- To provide opportunities for all children to participate in all activities at their own level, whilst extending their skills and knowledge to achieve their potential.
- To provide a wide range of physical activities, including sensory and therapy activities to meet the needs of all the learners throughout the school.
- To make informed decisions about the importance of exercise in their wider life during school, after school and in adulthood.
- To develop ideas in a creative way.
- To set targets for themselves and compete against others individually and as team members.
- To become a good sports person, who plays fairly and can develop a team spirit.
- To become skilful and confident performers by acquiring and developing physical competence in a range of physical activities and contexts within the children's own ability range.

Teaching and Learning strategies and planning

The Physical Education curriculum and the scheme of work, which is currently being developed at the school, covers all areas of activity outlined in the PE National Curriculum from Foundation Phase to Key Stage 4 and Learning Pathways for 14-19. At Greenfield School, the Physical Education curriculum is accessed in a variety of different ways. Each class covers certain aspects of the curriculum according to what is appropriate for the learner's needs and abilities. Greenfield School will be using schemes of work developed by Sports Wales to assist teachers with the delivery and progression of physical activity.

At Greenfield School teachers will plan for Physical Education/Development within their medium term planning and will deliver Physical Education/Development fortnightly. Teachers will use the National Curriculum along with the Literacy and Numeracy framework to plan, assess their lessons and to develop fundamental skills in which they teach. PE will either be delivered within the school as an individual 'taught' lesson or therapy session, or will consist of the children accessing Physical Education/Development out in the community for example, swimming, cycling, accessing the gym, walking and visiting a children's indoor soft play centre.

For the Foundation Phase pupils of the school, we are looking to develop a Play to Learn Scheme which is a fun way to help children develop their play skills and physical skills both indoors and outdoors. This scheme will encourage young children to be creative, imaginative and have fun whilst learning through play and have opportunities to explore the outdoors. Moving on from this, the children in Key Stage 2 and Key stage 3 will work towards Dragon Sport Multi Skills in order for all children to have opportunities to develop their physical skills further and begin to apply and transfer their skills across a range of different sports.

The children in Key stage 4 and Post 16 will focus on the 5X60 scheme to create an environment necessary for children to take part in extracurricular sport and physical activity on a regular basis. The aim of 5X60 is to speak to pupils before deciding on a programme of activities, so that the pupils are able to decide what they want to engage in and will therefore be more inclined to have full participation within their chosen activity.

The schemes provided by Sports Wales are all developed to create opportunities for young people in Wales to develop their skills, enjoyment and confidence and to ensure that every child is hooked on sport for life. Our focus for adopting this approach is to develop children's skills through a multi-skills approach and to promote the power of sport and its impact on the pupil by; improving their focus, concentration, commitment, team work, independence, self-confidence and their academic performance as physical literacy is at the core of all Sports Wales Schemes. Utilising these appropriate interventions will support young people along their physical literacy journey.

Physical Literacy will be a key component to engage the younger children in the school to be more physical during their day. It is an approach based on the foundation phase philosophy of children learning through play and through physical activity. It will initially be introduced through the Play to Learn scheme and will then be developed through different areas of the school day to ensure that children are developing their physical skills alongside their learning.

Extracurricular activities are also available at Greenfield school. A multitude of different sporting activities are accessible during a lunch time and a wide range of competitions and tournaments are organised throughout the school year, with residential activities and other outdoor pursuits are planned during the summer term. These opportunities foster a sense of pride, team spirit and co-operation within the school.

Skills across the curriculum

Literacy and Numeracy Framework

Although the aim of the Physical Education curriculum is to ensure that all children develop their physical skills, it is also paramount that the curriculum provides opportunities for all children to develop and refine their literacy and numeracy skills. As the Literacy and Numeracy framework forms the basis for teaching and learning, teachers are able to select appropriate skills to develop along the side the PE curriculum to ensure that all learners are able to transfer their literacy and numeracy skills across the curriculum and in a variety of different contexts. Physical Literacy helps to support the Literacy and Numeracy Framework as it fosters a fun way of developing Literacy and Numeracy skills outside of the classroom and the content is practical and can more engaging for learners.

Literacy

Physical education provides learners to be able to communicate in a range of settings. They are able to ask questions to improve performance, develop new vocabulary and progress their listening skills to a range of listeners. Physical Education can also provide children the strength to develop their fine motor skills and core strength, which in turn can improve their writing skills.

Numeracy

Physical Education offers vast opportunities to promote a range of numeracy skills, from counting how many times a ball can be passed or bounced to developing movement and positional language. Children are able to develop their skills of recording data and recognising and distinguishing measurements and then use these skills to set targets to improve their performance.

Creative Development

Physical Education provides learners the opportunity to show their creative skills when given an occasion to represent and perform their skill level in front of different audiences in all sports. Learners should also be given a chance to evaluate their own performance by communicating and thinking creatively in order to improve and make progress.

Science

Physical Education creates a great opportunity for young people to develop an understanding of health and fitness. Pupils will learn the names and uses of the main external parts of the human body and identify how to eat and drink healthily in order to meet the energy requirements of different activities. Children will also find out how exercise affects the body in terms of heart rate, breathing and blood flow. Learners will also develop an understanding for non-living things as they understand how some everyday materials can change in shape when stretched, squashed, bent and twisted. Learners may also develop an understanding that there are many kinds and sources of sound and that sounds travel away from sources and are heard when they enter the ear.

Geography

Physical Education offers children the chance to explore the outdoor environment. To which, children can develop orienteering and map reading skills and identify natural features, e.g. rivers, hills, beaches, and the human features, e.g. buildings, roads, bridges, of their own locality. Participating in activities within the local community also allows young people to learn about where their locality is and to learn about distance as well as how to follow directions and routes

History

Physical Education allows children to develop a sense of time, from participating in seasonal sports to learning and sequencing events, routines and skills. Children can also learn how sports have developed and where they originated from.

PSE

Learners are given the opportunity to promote their health, emotional well-being and moral and spiritual development by prioritising activities that contribute to health, fitness and well-being throughout life. Working closely with others in cooperative and competitive situations also helps to develop effective relationships, self-assurance and self-esteem.

Curriculum Cymreig

Physical education contributes to the Curriculum Cymreig by applying learners' knowledge and understanding of the cultural characteristic of Wales through visiting and exploring our local and wider community and by participating in creative, adventurous and competitive activities. Also developing dance ideas through Welsh music and especially Dawnsio Gwerin, Welsh Folk Dancing; and watching and participating in the National Sport of Wales, Rugby.

Careers and the world of work

Offering a wide range of opportunities for young people to access Physical Education both in our school and within our local community allows the pupils to develop relationships between themselves, their learning and opportunities of work which they may not have thought of. PE allows children to develop a positive attitude, team work, communication and problem solving skills, which are all transferable skills that are required by employers.

Differentiation

Foundation Phase

Children's physical development, enthusiasm and energy for movement should continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination, and developing motor and manipulative skills. They should develop their gross and fine motor skills, physical control, mobility and an awareness of space, using large and small equipment, across all Areas of Learning, indoors and outdoors. Children should be encouraged to enjoy physical activity. A developing sense of identity should be linked closely to their own self-image, self-esteem and confidence. They should be introduced to the concepts of health, hygiene and safety, and the importance of diet, rest, sleep and exercise. Children should be continually developing their imagination and creativity across the curriculum. Their natural curiosity and disposition to learn should be stimulated by everyday sensory experiences, both indoors and outdoors. Children should engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. Children should explore a wide range of stimuli, develop their ability to communicate and express their creative ideas, and reflect on their work.

Key Stage 2

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. Physical education encourages learners to explore and develop the physical skills essential to taking part in a variety of different activities. Building on these skills are opportunities to be creative and imaginative in gymnastic and dance activities. Through adventurous activities, they learn how to swim, be safe and feel confident in water and how to read a map or follow trails, so that it becomes safer to go further afield and explore the seashore and countryside. Competitive activities offer the chance to learn games skills and play in a team, as well as how to run faster, jump higher and throw further. Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.

Key Stage 3

At Key Stage 3, learners build on the skills, knowledge and understanding acquired at Key Stage 2. Physical education encourages learners to build a platform of skills on which future activity choices can be made. Through their creative, adventurous and competitive activities they plan, practise and improve their performance so that they can enjoy being able to perform consistently well. As confidence grows, so does their ability to take part in activities that become technically more demanding. They learn the benefits of working with others to strengthen a team or partnership while outwitting others, planning a journey or practising for a performance. They understand that engaging in activity is beneficial to their health and fitness and take greater responsibility for their own well-being.

Key Stage 4

At Key Stage 4, learners build on the skills, knowledge and understanding acquired at Key Stage 3. Physical education fosters a growing sense of personal responsibility for a healthy and active lifestyle through developing activities that can be enjoyed and sustained in the school and the community. Learners may choose the area of experience they know and enjoy and select activities they want to develop. There are opportunities to work collaboratively and refine skills in the creative, adventurous or competitive activities of choice. There are opportunities to develop skills of leadership, make informed judgements and develop advanced technical skills. In physical education, a concentration on health, fitness and well-being activities includes devising a sustainable plan suited to personal needs and goals.

Post 16

At Post 16 learners are not required to participate in Physical Education, however, at Greenfield school we offer many opportunities to ensure that all children participate in some sort of physical activity. At Post 16, physical education builds on prior experience that young people have at Key Stage 4 and 3 and that they can see the next steps in their sport and activity journey. A diverse range of activities as well as a diversity of roles to undertake needs to be offered to ensure that Physical Education and sport is relevant for post 16 learners. PE, sport and physical activity needs to be engaging and contribute to their social, psychological and emotional skills and supports their future employability – as well as their long term health.

The role of the co-ordinator

Role of the Coordinator The role of the PE Coordinator involves

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.