



# North Ridge High School Physical Education Policy



## Curriculum Policy for Physical Education

### Equality Statement

#### Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

### UNICEF Rights of The Child

#### Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

At North Ridge we use the language of the Right's Respecting School's Award consistently in our everyday school life. .

**Article 23** -If I have a disability, I have the right to special education.

**Article 29** - I have the right to an education which develops my personality, respect for others' rights and the environment

## Intent

### Purpose/rationale

North Ridge recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. Teachers provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, teachers cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Teachers believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, gymnastics, football, rugby, tennis, boccia, NAK, rebound therapy, hydro therapy, fitness, yoga, target games, and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

### Overview

At North Ridge High School teachers believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to our student's physical and emotional development and health. Teacher are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. Through a varied curriculum that is developed with the pupils at it core, we provide all pupils with the opportunity to move, be active, develop skills, and improve communication and self esteem.

### Aims

Teachers aim for all pupils to access and participate in a creative and stimulating PE lesson delivered by all staff.

Teachers also want our pupils to:

- Engage pupils in physical activities which involve the whole body and which will develop strength, stamina, flexibility, posture and positioning.
- For pupils to engage at their own level in a range of exciting stimulating activities that develop a sense of their own body, how it works, how it moves through space and its relationship to others.
- To foster the pupils ability to co-operate and work with an adult, a peer or in a small group/as part of a team.
- To provide activities that will give opportunities to repeat, practice, modify and consolidate physical skills.
- To improve whole-body co-ordination and hand to eye co-ordination, through a range of activities.
- For pupils to enjoy movement and move freely, to a wide range of music.
- To develop self esteem in the acquisition of physical skills and to take pride in the quality of their movements.
- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To give our students the opportunities to develop and practice leadership skills.
- To give our students the opportunity to try new activities, develop new skills and grow in confidence through an outdoor education programme.
- To give students plenty of opportunities to take part in competition both intra and inter school.
- Above everything else the main aim of the P.E curriculum is for pupils to have fun and enjoy the sessions.

## Implementation

### Teaching & learning

All students have 1 lesson a week timetabled for PE or Health and Wellbeing. NRHS has one specialist PE teacher. With some aspects of KS5 and Experiential and KS3 lessons being taught by none PE specialists. Additionally a key stage 4 option for the duke of Edinburgh award adds an additional 2 hours of practical and physical activity.

In Key Stages 4 lessons are structures to ensure all elements of the success criteria needed to achieve the OCR entry level accreditation is covered. Physical Education and health and wellbeing also facilitates the development of ASDAN accreditation units for making the most of leisure time and healthy lifestyles. Pupils also access the young sports leadership courses, developing key leadership and communication skills.

Across key Stage 3 a large variety of sports are taught and adapted to the individual needs of the students. These include: Swimming, Rebound Therapy, Tag Rugby, Hockey, Boccia, Dance, New Age Kurling, Basketball, Health Related Fitness, Gymnastics, Volleyball, Badminton, Short Tennis Athletics and Cricket.

The school has its own Fitness Suite and Hydro Therapy pool. TA's and class teachers are provided with specialised training to allow them to access these facility without support of the PE staff. Staff are monitored using the facilities and then signed off to confirm they can use them.

### Planning

Planning is in line with the school planning policy. It covers all topics and teachers follow the guidance provided by the curriculum lead. Planning must show clear learning objectives, success criteria and be suitably differentiated. All students learning styles are taken into account and planned to include

Kinaesthetic, Audible and Visual learners. ICT will be used imaginatively wherever possible. Teachers will use 'planning guidance' document to ensure they teach the correct number of weeks to given areas in PE.

Key Stage 3 pupils will experience 18 sports over three years which follow the recently implemented school PE curriculum following guidance from the DfE. Areas of study include:

- Invasion Games
- Net and Wall Games
- Health Related Fitness
- Gymnastics
- Striking & Fielding Games
- Athletics
- Swimming (Taught through swimming lesson provided by MCR Active Schools).

Key stage 4 pupils are taught using the OCR entry Level Physical Education framework and focus on 12 sports over the two year programme. KS4 pupils are also given the option to participate in the Bronze Duke of Edinburgh Award Programme.

All pupils follow attainment targets taken from classroom monitor which include the areas of:

- Movement
- Using skills techniques
- Co-operation
- Competition
- Challenge
- Analysis & Evaluation
- Preparation for Life and Participation
- Health and fitness

Physical Education lessons for pupils with Complex Needs (Experiential) focus on the development of core skills and increased movement. The curriculum is based on physical literacy and includes range of activities suitable and accessible to these pupils such as:

- Core skill development
- Fitness development
- Movement and flexibility development
- Hydro therapy
- Rebound therapy
- Adapted athletes.

All sixth form pupils participate in the health and wellbeing programme of study. They follow four key areas of study; health and fitness, yoga, community participation and mindfulness. Sixth form pupils are given experiences both onsite and offsite to develop independence and facilitate lifelong participation in new and exciting sports and exercise opportunities.

## Impact

### Knowledge, Skills and Understanding

In KS3 pupils develop their understanding of specific sports they can participate in. They develop a range of skills which can be transferred across different sports and activities. Pupils begin to develop their knowledge of the importance of physical activity and the effects on their health and wellbeing. In KS4 pupils focus on specific sports and implement the skills they have developed over the last 3 years. Knowledge is focussed on fewer sports to facilitate significant understanding on skills, techniques, rules and regulations. In KS5 pupils focus on four areas of health and wellbeing directed at independent participation on activities they can be involved in, in their own time and community. ASD and experiential

pupils develop knowledge over key areas using a small steps curriculum. This enables them to embed understanding of how to participate in activities with others, focus on specific skills and create an enjoyable environment for them to succeed.

### Assessment, Recording and Reporting

#### **KS3:**

Physical education is recorded, reported and assessed by the following:

- Onwards and Upwards
- Records of Achievement

#### **KS4:**

Physical Education is recorded, reported and assessed by the following:

- Onwards and Upwards
- Accreditation (OCR - Entry level certificates)
- ASDAN
- Duke of Edinburgh bronze award (option)

#### **KS5:**

Health and Wellbeing Physical Education is recorded, reported and assessed by the following:

- Onwards and Upwards assessment tool

### Staff Development

Staff will have access to external courses where this is clearly linked to SDP and impact on pupil progress with in PE and associated areas.

Physical Education training is provided by the PE department staff for TA's.

Network with SEN PE peers available through SEN PE network.

### Resources

The PE department has range of PE equipment stored on site and new equipment is added regularly. The department also has access to a fitness suit, soft play and hydro pool. The department also has access to two iPads for pupil progress recording.

### Health and Safety.

Due to the nature of physical education and sport all aspects of the lesson, facilities, activities, equipment and pupil participation is risk assessed to make the activity as safe as possible. All aspects associated with PE i.e. Trips out, fixtures and competitions also undergo an in-depth risk assessment. These risk assessment include equipment, facilities the pupils and the activity in question. Risk assessments are a continuously developing document which is updated when it is required. Equipment risk assessments are checked and reviewed yearly. All PE equipment undergo an external inspection on a yearly basis.

Internal training for the Hydro and school gym is carried out on a yearly basis, staff are unable to lead these faculties unless they are signed off by the school.

### Monitoring and evaluation

The Head teacher, Deputy head, Assistant Heads. The Physical Education & Health and Well Being Co-ordinator, Assessment Co-ordinator and teachers, monitor Physical education & health and Well Being. Having identified priorities, the SMT and PE/H&W Co-ordinator will write an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

### Review

Date approved by *Governors*:12.7.22

Date of review: July 24