



## **Physical Development-Activity Policy**

### **Document Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of Physical Development. The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 1-4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Schemes of Work for Physical Development which sets out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

### **Audience**

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

### **Aims**

At Pendle Community High School & College Physical Activity promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their own parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, responsible citizens. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, to the life of the school and the community. This is achieved through a variety of aims including:

- To understand that as individuals, we depend on family, school and society.
- To use appropriate behaviour, according to the situation.
- To relate positively to others.
- To exercise personal responsibility and initiative.



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- To inspire learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- For learners to develop a sense of personal worth.
- To foster learner's appreciation of the significance, awe and wonder of life.
- To be able to understand the difference between right and wrong.

In Physical Education it is intended to promote learning through the following aims: -

- To provide opportunities for learners to be active and interactive.
- To provide opportunities to develop their coordination, control and movement.
- To enable learners to understand the importance of physical activity.
- To enable learners to make choices in relation to food.
- To develop competence to excel in a broad range of physical activities.
- To engage in competitive sports and activities.
- To lead healthy and active lives.

### Time Allocation / Cross-Curricular Links

The subject of Physical Development is allocated the appropriate amount of time, taking into account National Curriculum (NC) guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through personalised timetables.

This subject affords opportunities to link to other curriculum areas such as:

- **Reading**, through enabling learners to be given access to a wider range of reading materials to ignite their interest. Learners learn that objects, drawings, photographs, pictorial symbols, signs and written words carry meaning and respect objects and ideas in the everyday world.
- **Speaking**, through allowing learners to express themselves effectively, showing awareness of listeners' needs. This can be encouraged by allowing them to participate in discussion, presentation and performance. Allowing them to evaluate their own and others performances.
- **Communication**, through promoting verbal and nonverbal communication skills when explaining what they intend to do, giving feedback to others, planning and organising group or team work, giving instructions in a game,



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using gesture in dance, and through responding to music and other sounds in activities.

- **Number, Shape, Space and Measure**, through providing learners with opportunities to develop and improve their skills in counting, understanding and using number, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Application of number**, through collecting and analysing data, using different forms of measurement such as calculating the distance jumped, using a range of measuring and recording and using tapes to measure performances in running, jumping and throwing.
- **Digital Literacy**, through collecting, analysing and interpreting data to evaluate performance and identify priorities for improvement.
- **Personal. Social and Emotional**, through encouraging learners to develop a positive sense of themselves and others, develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and have confidence in their own abilities.
- **Working with others**, through taking on a variety of roles in groups and teams in co-operative activities, working in a group with a collective goal and deciding on strategies to meet it, co-operating with others by observing rules and conventions when competing against them.
- **Improving own learning**, through recognising what they do well and what they need to do better, helping them to observe a good performance and to imitate it, and developing the confidence to try something new.
- **Problem solving**, through recognising the nature of the task or challenge, thinking of different ways to approach a task and changing their approach as the need arises, and understanding and applying the principles of movement, strategy, and composition to the task.
- **Science**, through learning about the human body, bodily functions and healthy lifestyles.
- **Art**, through linking PD to display work.



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### **The Nature of the Subject**

At Pendle Community High School and College learners follow an annual rolling programme of physical activities with clearly differentiated opportunities for each group. This enables learners to revisit the same topics, gradually developing their knowledge, skills and understanding.

The curriculum for learners in Key Stages 3 is based on the National Curriculum Programmes of Study which enables all the learners whatever their circumstance or ability to take part in and enjoy Physical Education and Sport. The learners are taught knowledge, skills and understanding through games, dance, athletics and outdoor activities to ensure breadth of study. All year 7 learners swim on a weekly basis where they are taught by specialised swimming instructors and follow the National Plan for Teaching Swimming.

At Key Stage 4 learners are encouraged to become more expert in their skills and techniques and develop understanding of how to apply them to different activities. They start to understand what makes a performance effective and how to apply these principles to their own and others work. They learn to take the initiative and make decisions for themselves about what to do to improve performance and they start to identify the types of activity they prefer to be involved with. They begin to understand that physical activity promotes health and well-being as well as developing personal fitness and they begin to develop confidence through their physical competence to get involved in exercise and activity outside of school and in later life. Throughout Key Stage 4 learners follow the syllabus for the AQA Entry Level and AQA Unit Awards, (see attached scheme of work).

For learners with more profound and complex needs the breadth and balance of the curriculum is addressed through a differentiated scheme of work and individual timetables.

### **Meeting the needs of all learners within Physical Development**

Our learners at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s).

The wide range of needs of our learners holds no barrier to accessing the learning opportunities within Physical Activities.

For learners who have sensory impairments and/ or physical disabilities and for those who experience developmental delay, Physical Development is based upon a multi-sensory approach, which starts from direct experience and progresses to structured activities and experiences using concrete materials.



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To enable the staff at Pendle Community High School & College to fully address the range of needs of the learners and to enable us to show progression within the activities for the appropriate Key Stage; the Programmes of Study as outlined in the Scheme of Work for Physical Development have been differentiated into 3 broad descriptions of learners: -

**Independent** learners are learners who are able to communicate with fluency and who are able to make reasoned choices, work and act co-operatively in a small group and with varying support, work independently.

**Supported** learners are learners whose learning is supported through structured patterns of communication and social activity to enable them to develop positive social behaviour.

**Experiential** learners are learners whose learning needs are met primarily through experiences and activities which are multi – sensory and stimulate learning through kinaesthetic approaches and the senses of touch, hearing, taste, sight and smell. It is crucially and respectfully stated that these learners may be denied some senses due to their disability and may require a greater range of learning experiences. (Julie Hicklin and Jane Dowell, 2006).

Using this personal approach, teachers can devise activities in all areas of Physical Development, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives. (Refer to **Appendix 1: Teaching & Learning Guidance**)

At Pendle Community High School & College the *non-statutory / statutory* guidance identified in the National Curriculum Programmes of Study for Physical Development have been adapted to ensure that coverage is appropriate for the needs of all learners. This can be found in the subject map and schemes of work for Physical Development as found in **Appendices 2 & 3**.

### Additional Physical Activities

Individual learners attend additional 15 minute morning sessions, the sessions incorporate a wide range of activities to develop body and spatial awareness, fitness and coordination, visual and listening skills, gross motor and fine motor exercises.

Some learners also have the opportunity to access a range of adapted bikes for using indoors and also outside along the fitness trail.



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### **Rebound Therapy**

Rebound Therapy offers learners the opportunity to experience low level trampoline activities that help develop coordination, core strength and stability, freedom and control of movement, confidence as well as communication skills. Learners follow a personalised program that is prepared to meet their individual needs, this is prepared after the Risk Assessment is formulated and agreed by the learners Parent/Carer and Staff team. PE staff are qualified to deliver and support individual planned trampoline sessions. **(Rebound Therapy Policy can be found in Appendix 4).**

### **Hydrotherapy Pool**

Hydrotherapy is an additional option that we offer to learners within our school and local community. The pool is heated which encourages a relaxing atmosphere where learners can take part in water based activities or physiotherapy in a safe and enjoyable way. Learners follow a personalised program that is prepared in consultation with health professionals to meet their individual needs. This is prepared in conjunction with a Risk Assessment which is formulated and agreed by their Parent/Carer, the Head teacher and lead for Physical Development.

Planned sessions enable learners to further develop their knowledge in body awareness, strength and endurance, and self-confidence. Learners who have limited movement have the opportunity to participate in the pool regularly to enable that their individual needs are met. The pool environment linked to a personalised program provides a desirable place in which to exercise and to treat or to relieve pain. It can also aid the development of improved balance and strength, and encourage a learner to a greater range of positions/movements. (Hydrotherapy Manual can be found in Appendix 5; an Example of a Risk Assessment can be found in Appendix 6).

### **Competitions and Festivals.**

Socialising, working with and competing against other learners is an important part of our PD curriculum. Learners are provided with the opportunity to develop and extend their knowledge, skills and understand sports through regular competitions and sporting festivals, such as Swimming Gala, Boccia, Football and Sailing tournaments. Pendle Community High School & College have strong links with schools and clubs within Sports Partnership, local Football Club, Bolton Sailing Club, as well as other special schools within the Lancashire area. Learners attend events throughout the year.



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### **Break times/ Lunches**

Our learners are encouraged to take part in activities on the Multi Use Games Area and in the School Sports Hall. Our learners are encouraged to take responsibility for the monitoring of their equipment (stored in a box). We aim to encourage all our learners to take part in a range of clubs and involve them in deciding the clubs that school can offer (School council).

#### **Lunchtime:**

- Seasonal activities throughout the year.

### **Clubs and School Links**

PCHS & C seeks to provide all learners with the opportunity to participate in wider sporting and physical activity opportunities. Wherever possible they are encouraged to attend appropriate clubs out of school through distribution of posters or by directly contacting relevant parents/carers. Lunchtime and After School clubs are offered to all learners, and are run both by school staff and coaches. All visiting coaches will be subject to DBS / staffing checks in line with the school Policy.

#### **After School Clubs:**

- Sports club
- Dance club
- Fitness club

#### **School Trips:**

At Pendle Community High School and College, we offer a number of outdoor education experiences throughout the year these include:

- Trips to our Local Nature Reserve, Lomeshaye Marsh
- Scout expeditions
- KS3 Trips to The Wingate Centre
- KS4 Trips, weekend and weekly to Ullswater, the Outdoor Activity Centre

#### **Staff Activity:**

Staff at PCHS & C aspire to be positive role models for our learners. We aim to take part in physical activities whenever possible, for e.g. playing games with our learners at play time and lunchtime.



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### **Independent Travel:**

In close liaison with parents/carers, identified learners may take part in an independent travel training programme. This programme is supervised by a designated member of staff who aims to train learners with the skills required in order to travel to school and around their local area independently using public transport (bus and rail).

### **Further Education Clubs:**

With an emphasis on age and stage appropriate socialisation skills our post 16 learners have the opportunity to undertake their own lunchtime and enrichment activities. These can include: Table football, Wii games, Football, Games, keep fit / dance, walking on the fitness trail and exercise bike.

## **Assessment, Recording and Reporting of Pupil Progress**

### **Introduction - Monitoring Pupil Progress and Achievement**

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment based on P Scales and B Squared.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 & 5 Record of Achievements.
- The Annual Review of a learner Education, Health & Care Plan.
- Through the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular Parents' Evenings.





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- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record pupil's progress.

### **Subject Development and Resources**

The whole school development of Physical Development and purchase of resources for Physical Education is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all teachers with a further copy available in the staff work room and relevant storage area.

All resources are stored in the PE store room, (PED 08)

Any resources borrowed from the store room should be returned.

Resources that are borrowed should be signed out by a member of staff and recorded on the notice board.

All updated individual Hydrotherapy Pool Risk Assessments can be found in a file in the Hydrotherapy Pool office.

All individual Rebound Therapy Risk Assessments can be found in a folder in the PE store.

### **Health and Safety**

The Subject Leader for Physical Development has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and is directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

For Example:

Safe use / movement of equipment

Physical Development: Wearing appropriate clothing and footwear, track suit / tee shirt / trainers, no jewellery

Hydrotherapy: Appropriate swim wear, tee shirt, shorts, the covering of tattoo's, no jewellery

Rebound Therapy: Tracksuit bottoms, tee shirt, socks, no footwear on the bed, no jewellery

Learners should be encouraged to change into school Physical Development kit which is different from the uniform. Staff should also change for P.D. into suitable footwear and clothing as a model, to show that appropriate clothing is needed for these activities.



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Where appropriate risk assessments should be included in lesson plans and safety aspects should be considered with the learners prior to the task. First aid equipment should be available (Medical Room) and staff should know what to do and who to call for assistance in the event of an accident. Inhalers and other medication for learners must be readily accessible and taken with the group when offsite. Regular checks should be made on all equipment. The subject leader should make frequent visual checks for wear and tear and security of major items.

Learners should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult. Learners should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked). Learners should be made aware of and be informed of the safety risks involved in wearing inappropriate clothing, footwear or jewellery. Good behaviour management is fundamental to safety and the school behaviour policy is adhered to at all times.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety.

### **Appendices:**

- 1. Teaching & Learning Guidance**
- 2. Subject Maps for Key Stages 3 & 4**
- 3. Schemes of Work**
- 4. Rebound Therapy Policy**
- 5. Hydrotherapy Manual**
- 6. Risk Assessment (Example)**

### **Footnote:**

**This curriculum policy for Physical Development should be read in conjunction with the 'Whole School Policy for Curriculum, School Organisation, Curriculum Planning and Assessment Reporting & Recording'.**



## Physical Development-Activity Policy

Policy redrafted: May 2017

Policy approved by Governors:

Review date: Annual

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of Curriculum Committee)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Headteacher)