

# PORTFIELD SCHOOL & SATELLITE CENTRES



## POLICY DOCUMENT FOR PHYSICAL EDUCATION



Tel: 01437 762701

Fax: 01437 771444

Email: [admin.portfield@pembrokeshire.gov.uk](mailto:admin.portfield@pembrokeshire.gov.uk)



Feb 2016

**Reviewing the Policy**

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher .....

Date .....

Chair of Governors .....

Date .....

## **MISSION STATEMENT**

Working together      Learning together      Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

## **INTRODUCTION**

This document is a statement of the philosophy, aims and objectives, teaching and learning strategies of PE at Portfield School.

### **Aims and Objectives**

The physical development curriculum aims to:

- engage the pupils in physical activities which involve the whole body and which will develop strength, stamina, flexibility, posture and positioning
- increase the pupil's range of effective movements needed for daily living
- refine pupil's ability to co-operate and build relationships with others
- develop the pupil's self-confidence through the acquisition of skills and the understanding of the capabilities and limitations of oneself and others
- develop self-esteem in the acquisition of physical skills and to take pride in the quality of their movements
- develop positive attitudes within the pupils towards a healthy approach to living
- foster an awareness of the need for health and safety taking care of oneself, others, resources and following instructions
- work in partnership with parents and other professionals to plan and deliver the appropriate curriculum

### **Planning**

Planning is based around Routes for learning, Foundation Phase Outcomes and the National Curriculum and Schemes of Work adapted by Portfield School linked to the QCA (Qualifications and Curriculum Authority). Lessons are delivered through a topic approach relevant to each Key Stage, to provide a progressive curriculum. Termly schemes of work support the Programmes of Study. The schemes form the basis of short term planning. All staff planning is informed by LNF (Literacy & Numeracy Framework) framework

### **Monitoring and Evaluation**

Planning, teaching and learning and pupils work are monitored in a planned cycle. Staff deliver the curriculum through a cycle of topics and Programmes of Study. There are regular staff meetings when any issues can be raised. Literacy and Numeracy skills are carefully mapped across the PE curriculum following the statutory National Literacy and Numeracy Framework; enabling all pupils to consolidate and apply the three strands of literacy (oracy,

reading and writing) and the four strands of numeracy (developing numerical reasoning, using number skills, using measuring skills, using data Skills) across a wide range of contexts.

### **Staff Roles and Responsibilities**

Teachers will be responsible for the day-to-day management of PE equipment within their own classroom and will devise appropriate means to ensure that pupils have access to PE equipment appropriate to their needs. The Physiotherapist works closely with the class teacher to implement and support physical development.

### **Roles and responsibilities**

All members of the teaching staff have a responsibility for the teaching of PE and they need to ensure that their knowledge is continually updated. The school has a PE coordinator. The role is to:

- take the lead in policy development and production of the schemes of work, ensuring continuity and progression across the school;
- support colleagues in teaching the subject content, development of planning, implementation of the scheme of work and in assessment and record keeping activities;
- monitor teaching and learning to continue to support improvement in pupil progress and report back to the headteacher, staff and governors;
- have responsibility for the purchase and organisation of central resources for PE and relevant ICT resources;
- keep up to date with current initiatives and curriculum development;
- disseminate this information to the staff and keep them informed of possible visits, exhibitions and courses;
- collaborate with colleagues in other schools.

### **Strategies for Teaching**

Teachers will have acquired a variety of teaching styles and are capable of adapting them so that they will allow pupils to observe, explore and discover, thereby enhancing the developmental process. Effective teaching will be dependent on:

- Teachers having high expectations
- Teachers providing challenging and motivating activities and experiences
- Providing with a variety of experience, apparatus and equipment which allows them to discover their abilities
- Planning and using time and resources effectively
- Giving opportunities to solve problems through the movement of their bodies
- Managing pupils well and achieving high standards and discipline
- Setting specific tasks which can be adapted and simplified so that success can be achieved
- Giving the opportunity to learn new skills by breaking them down into small achievable steps, through observation and constant practise
- Assessing pupil skills and performance, knowledge and understanding thoroughly and constructively. Involving pupils in self assessment.
- Using assessments to inform teaching
- Activities and lessons that allow differentiation for age and ability level, either by varying resources, activities, groups or teaching approaches

### **Teaching Approach**

The activity areas in PE are diverse and require vastly different teaching strategies. Safety is always of paramount importance in all PE lessons. Before any activity it is vitally important to 'warm up'. This portion of the lesson should take between 5 and 10 minutes.

### **Physical and Creative Development in the 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.

The scheme of work plans activities which aim to develop pupils

- Personal skills ;
- Adventurous and physical play and
- Health fitness and safety.

### **Physical education at Key Stage 2, 3**

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.

The scheme of work plans activities around the four aspects of learning –

- Health fitness and wellbeing activities
- Creative activities
- Adventurous activities
- Competitive activities.

### **Learning Pathways 14–19**

For learners at Key Stage 4, physical education will be part of each individual's learning pathway. The course of study followed should be designed to encourage both the abilities of young people as learners and their desire to access future learning opportunities. In particular, the course should contribute as widely as possible to the four aspects of learning as identified in the 14–19 Learning Core.

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 they 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.

The scheme of work is based around the following sports/physical activities in order to achieve coverage of the aspects of learning but also enable pupils regular practice to develop skills.

### **Gymnastics**

Gymnastics takes place in the school hall. It is important that during a gymnastics lesson the teacher is in total control at all times. Children should be taught to recognise the need to use mats to ensure safe working conditions. At least two pupils should carry a mat and avoid leaving gaps between mats. The child must wear no footwear and jewellery must be removed.

Each lesson should begin with a warm-up of about 5-10 minutes. This will be followed by work on skills and techniques relevant to the theme being studied. The lesson may take the form of floor-work, apparatus work or floor and apparatus work combined.

### **Games**

Children will work through a large variety of games activities. These will vary from simple catch activities with a large ball to playing competitive games, striking/fielding, net/wall and target games. Lessons should consist of a 5-10 minute warm up getting pupils moving in the general space followed by a short revision of skills and techniques already covered and then skill development e.g. sprint starts, and the performance and a repeat of the event to try to improve performance. The lesson should end with a game-like situation.

Once again the teacher must be in total control and the children must be taught to treat all equipment with respect and return it methodically.

Pupils should be involved in measuring and recording and be encouraged to analyse their performance to a simple level if possible.

Pupils must wear suitable clothing and footwear for activities and no jewellery.

### **Dance**

Lessons once again begin with a warm-up. The children must wear shorts and no footwear. Jewellery should be removed. Children may work individually, in pairs, small groups or as a class.

The lesson will usually be divided into warm-up, main theme (introducing main ideas, concentrating on body and body parts), conclusion (where children build up patterns, phrases or more complex sequences and dances).

### **Swimming**

Swimming takes place in Haverfordwest or our own Portfield pool. In Haverfordwest facilities consist of a learner pool and a 25m pool. The children are divided into groups by ability so that all children may progress.

Pupils use the school facilities for hydrotherapy sessions. Staff accompanying pupils need to ensure that procedures in case of an emergency are known and practised. The Halliwick method is used alongside traditional swimming teaching methods as appropriate.

## **Outdoor and Adventurous Activities**

Outdoor and adventurous activities can take place in many different environments varying from the playground to school field, riding stables (Bowlings Equestrian Centre, Rudbaxton), woodland, seashore, hill walking. The challenges may be of a problem-solving nature such as mapping the school, simple orienteering, follow trails around the school field. Other outdoor activities take place on school visits to a variety of environments e.g. horse-riding (Riding for the Disabled - RDA).

## **Athletics**

Lessons begin with a warm up, main theme – practicing skills of a range of athletics activity and cool down/already at end. Evaluation of performance is built into lessons.

## **Developing Independent Mobility**

The school is fitted with a tracking system to develop pupils' independent use of battery-operated wheelchairs.

## **Supporting pupils with severe physical difficulties**

Physiotherapy is crucial for many pupils with physical difficulties to maintain and develop movement. This is built into pupil 's programmes as appropriate. Pupils may also benefit from hydrotherapy, rebound therapy and riding for the disabled as appropriate.

## **Timetable for areas of activity**

Autumn Term	Dance/Gymnastics activities
Spring Term	Gymnastics
Summer Term	Games, Athletics and/or outdoor adventurous activities
All Year Round	Swimming, RDA, Boccia, New Age Curling, 10 Pin Bowling
All Year Round	Multi skills KS2 and above
All Year Round	Rebound and Hydrotherapy as appropriate

## **LNF & Key Skills developed though physical play and PE sessions**

These skills are taught through a range of PE activities some examples of skills taught can be seen below.

### *Number Skills*

- Comparing
- Patterns
- Speed
- Size
- Matching
- Position
- Shape
- Spatial relationships

### *Communication Skills*

- Speaking / Signing
- Discussing
- Describing
- Predicting
- Listening
- Negotiating
- Comparing
- Naming
- Choosing
- Commenting
- Sequencing

### *ICT Skills*

- Using camera, video to record activity
- Calculators to count laps etc
- Stopwatch

### *Thinking skills*

- Planning
- Develop ideas
- asking questions
- reflecting
- Gather information

### *Personal and Social*

- Turn taking
- Imitating
- Patience and control
- Taking care
- Co-operation
- Consideration

### *Creative Skills*

Pupils will develop creative skills in particular in the development of expression and imagination.

### *Curriculum Cymraeg*

Pupils should be given opportunities, where appropriate in their study of PE to develop and apply knowledge and understanding of the culture of Wales e.g. Welsh folk dances.

See Appendix 1 for supportive WG guidance – key skills

### **Differentiation**

In order to provide for children of different abilities within each class we endeavour to differentiate tasks in a suitable way. Differentiation is catered for in one of three ways:-

1. Differentiation by task
2. Differentiation by outcome
3. Differentiation by assistance offered

### **Strategies for Pupil Learning**

Effective learning will be dependent on pupils:

- Fostering positive attitudes to learning
- Making good use of opportunities to repeat, practise, modify and consolidate physical skills
- Showing an ability to explore, experiment, problem solve, improvise and perform a sequence of activities
- Being able to respond to instructions and take responsibility for actions
- Being able to work alone, in pairs, in groups or as part of a team
- Working co-operatively as well as competitively
- Being willing to participate in an activity which is within their ability
- Showing concern for the safety of themselves, others, resources, their behaviour and their performance in school and in the wider community
- Showing respect for other peoples feelings, values and beliefs

### **Allocation of resources** - see Appendix 2

The provision of resources is linked to the School Development Plan. Class teachers, in their planning identify which resources are required and notify the subject co-ordinator of their



needs. The co-ordinator prioritises these needs bearing in mind the aims of the school development plan.

A yearly audit / review is carried out by the co-ordinator

### **Assessment, Recording and Reporting**

Individual progress and attainment is assessed in relation to the Scheme of Work. Pupils are assessed using individual checklists, Routes for Learning, B-Squared, P Levels and Outcomes/NC levels as appropriate.

IEPs are used to plan priority learning objectives for individuals which may include physical development and these are reviewed termly.

Anecdotal evidence is recorded in records for specific programmes and maintained throughout the academic year.

### **Community Links**

For some pupils most of their work within this area will take place within the school environment. However, it is important that the pupils are able to transfer the skills and attitudes which they have learnt to other meaningful situations. Where it is practically possible and relevant to the age of the pupil some learning will take place in the local environment, sports centres, schools and swimming pools, and other outdoor facilities.

### **Extra Curricular Activities**

Boccia Competition

Football Tournament/Festival

RDA Competition

Gymnastics Competitions

RDA

Playground Climbing apparatus:- School staff should daily check equipment prior to allowing pupils to use it. Report any damage or wear and tear to the Headteacher immediately and place a DO NOT USE sign on apparatus. Play ground and field should be checked for any objects that could cause harm. Climbing equipment is checked quarterly by Pembrokeshire County Council. Climbing frame and play apparatus to be supervised at all times. It should not be used in bad weather conditions.

### **Health and Safety**

It is the responsibility of all staff and where possible pupils, to be aware of possible health and safety issues in relation to physical development in various environments and types of equipment and eliminate foreseeable safety problems. It is fundamental to this subject that pupils will also develop positive attitudes to the safety of themselves, others, apparatus and equipment and that ethos is created where respect for our environment is developed. Any specific issues relating to health and safety which need immediate attention should be brought to the headteacher / health and safety officer's notice. The teachers and the health and safety officer will carry out continuous risk assessments in relation to their subject area.

In addition to the school's health and safety rules, teachers must be aware of and comply with, additional regulations for specific activities such as horse-riding and health and safety regulations specific to community provision such as local swimming pools and other outdoor facilities.

The following should be carried out before each lesson:-

1. Check floors are clean

2. Check apparatus for damage or wear and tear
3. Ensure adequate lighting
4. Ensure no activity takes place in the vicinity of glass doors, or mats are placed to provide protection.
5. Obstacles should be removed
6. Fire exit to be kept clear
7. Mats should be stored flat

### **Equal Opportunities**

All pupils will have access to a broad, balanced and relevant curriculum regardless of their race, culture, background, gender or disability. All areas for equal opportunity will be taken into consideration when planning lessons, activities and access to the Physical Education Curriculum.

### **Implementing, Monitoring and Evaluating the Policy**

All staff will take responsibility to ensure the policy is implemented within their classroom/lessons.

The effectiveness of the policy will be reviewed biennially by the co-ordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence to show breadth and balance in the curriculum?
- Is monitoring and planning effective?
- Is there evidence around school that demonstrates pupil achievement and enjoyment?
- Are resources effectively allocated?
- Is there evidence that teaching and learning is effective?



## Appendix 1

# Welsh Government Guidelines Skills and learning

## Physical education in the national curriculum for Wales

This document highlights those statements or sections in the programmes of study for physical education that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- Curriculum Cymreig and Wales Europe and the world
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



## Developing thinking

Schools should provide opportunities, where appropriate, for learners to develop and apply their thinking across the curriculum through the processes of planning, developing and reflecting.

In physical education, learners engage in planning how to design and make progress in their performance, developing their ideas and strategies, and reflecting on how they might further improve their own and others' performance.

### Key Stage 2

#### Skills

##### *Creative activities*

Pupils should be given opportunities, as their work develops, to:

4. determine success criteria relating to the development of their performance using key words related to their activity.

##### *Adventurous activities*

Pupils should be given opportunities, as their work develops, to:

7. use what they find out to plan how to improve their next attempts.

##### *Competitive activities*

Pupils should be given opportunities, as their work develops, to:

4. determine success criteria for the development of their activity using key words related to their activity
5. plan how to improve performance through setting targets, e.g. a time, distance, goals, points
6. evaluate their own and others' performances and ask relevant questions in order to improve and make progress.

### Key Stage 3

#### Skills

##### *Health, fitness and well-being activities*

Pupils should be given opportunities to:

2. investigate and plan for participation in a range of daily activity opportunities at school, home and in the local community, and find ways of incorporating exercise into their lifestyles.

##### *Creative activities*

Pupils should be given opportunities to:

3. describe, analyse and interpret performance, recognising different qualities that contribute to successful performance.

#### *Adventurous activities*

Pupils should be given opportunities to:

2. plan, undertake and evaluate activities, using what they find out to plan how to improve their next attempts
5. listen carefully to the contribution of others, make individual and group decisions to identify problems and suggest alternative approaches.

#### *Competitive activities*

Pupils should be given opportunities to:

3. analyse and evaluate the effectiveness of increasingly complex strategies and tactics against a background of changing situations
4. use the information to modify, develop and try out their plans and identify other strategies and tactics that might have been effective.

### **Key Stage 4**

#### Skills

#### *Health, fitness and well-being activities*

Pupils should be given opportunities to:

4. plan, perform and evaluate a specific training, general exercise or active lifestyle programme appropriate to their individual needs and goals
5. revise the plan effectively when necessary and be able to explain why amendments were made.

#### *Adventurous activities*

Pupils should be given opportunities to:

2. prepare for, undertake and review a challenging activity safely, where possible in an unfamiliar environment
5. analyse the different options available in the challenge activity
6. analyse the strategies used and alternative strategies that might be available
7. revise the plan effectively when necessary.

#### *Competitive activities*

Pupils should be given opportunities to:

2. explain why chosen skills, strategies and tactics have been selected and identify possible problems
3. determine a range of success criteria for the skills, strategies and tactics.



## Developing communication

Schools should provide opportunities, where appropriate, for learners to develop and apply their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In physical education, learners communicate through the selection and use of key words related to their activity to help them analyse and improve their own and others' work. They ask questions and communicate their ideas using different forms depending on the audience and purpose of their activity. They listen to others' contributions, identify possible problems, suggest alternative approaches, and help to develop group activity.

### Key Stage 2

#### Skills

##### *Creative activities*

Pupils should be given opportunities, as their work develops, to:

5. represent and respond to information in different forms including pictures, sounds, symbols showing some awareness of the audience and purpose
6. evaluate their own and others' performances, using ICT when appropriate, and ask relevant questions in order to improve and make progress
8. communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning.

##### *Adventurous activities*

Pupils should be given opportunities, as their work develops, to:

6. plan and evaluate their individual or group responses to challenges using key words related to their activity.

### Key Stage 3

#### Skills

##### *Creative activities*

Pupils should be given opportunities to:

4. develop and communicate a variety of imaginative ideas and information
5. listen carefully to others' contributions, considering their ideas and responding aptly.

##### *Adventurous activities*

Pupils should be given opportunities to:

5. listen carefully to the contribution of others, make individual and group decisions to identify problems and suggest alternative approaches.

## **Key Stage 4**

### Skills

#### *Creative activities*

Pupils should be given opportunities to:

2. communicate ideas through more complex and elaborate work
5. communicate ideas and information coherently and consistently
6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

#### *Adventurous activities*

Pupils should be given opportunities to:

4. describe gaps in skills, knowledge and understanding.





## Developing ICT

Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

In physical education, learners develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.

### Key Stage 2

#### Skills

##### *Creative activities*

Pupils should be given opportunities, as their work develops, to:

6. evaluate their own and others' performances, using ICT when appropriate, and ask relevant questions in order to improve and make progress.

### Key Stage 3

#### Skills

##### *Creative activities*

Pupils should be given opportunities to:

6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

### Key Stage 4

#### Skills

##### *Creative activities*

Pupils should be given opportunities to:

6. vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

##### *Competitive activities*

Pupils should be given opportunities to:

5. prepare for taking part in a competitive sports event through training, practice and helping to plan its organisation using appropriate ICT to improve the impact of their work.



## Developing number

Schools should provide opportunities, where appropriate, for learners to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In physical education, learners develop their **number skills** by using mathematical information and data. They use the language of position (including co-ordinates and compass points) and movement, as well as data handling and measures in athletic and adventurous activities. They use scale in plans and maps. They measure and record performances, e.g. time, distance and height, and use the data to set targets and improve their performance.

### Key Stage 2

#### Skills

##### *Competitive activities*

Pupils should be given opportunities to:

1. develop, consolidate and then apply the skills and techniques needed to take part in a variety of competitive activities including sending (throwing, tossing, bowling); receiving (catching, fielding); striking (hitting, batting, volleying, serving); travelling (with a ball or other equipment); running (different speeds); jumping (for height or length); and throwing (for distance).

### Key Stage 3

#### Skills

##### *Competitive activities*

Pupils should be given opportunities to:

1. develop their techniques, skills, strategies and tactics applicable to a variety of competitive activities including sending (throwing, tossing, bowling); receiving (catching, fielding); striking (hitting, batting, volleying, serving); travelling (with a ball or other equipment); application of spin; attacking and defending (possession, progression, scoring and change of possession); running (different speeds); jumping (for height or length); and throwing (for distance).



## **Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)**

Schools should provide opportunities, where appropriate, for learners aged 7–14 to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.

Physical education contributes to the Curriculum Cymreig by applying learners' knowledge and understanding of the cultural characteristics of Wales through creative activities such as dance, and the use of different musical and literary stimuli to develop dance ideas. Outdoor and adventurous activities, initiative challenges and journeys promote a knowledge and understanding of the rich and varied environmental characteristics of Wales.

### **Key Stage 2**

#### Skills

##### *Creative activities*

Pupils should be given opportunities, as their work develops, to:

7. perform and develop an appreciation of movement from different traditions, times and places, including some traditional dances from Wales.



## Personal and social education

Schools should provide opportunities, where appropriate, for learners to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

Physical education contributes to learners' personal and social education by prioritising activities that contribute to health, fitness and well-being throughout life. The adoption of different roles in activities such as performer, leader and official, contributes significantly to the challenges of active citizenship and moral development. Working closely with others in cooperative and competitive activities develops effective relationships and self-assurance, while coping with the increasing influence of peer pressure.

### Key Stage 2

#### Skills

##### *1. Health, fitness and well-being activities*

Pupils should be given opportunities to:

1. engage in frequent and regular physical activity beneficial to their health, fitness and well-being
2. plan daily physical activity through opportunities in school, at home and in the community
3. identify how to eat and drink healthily in order to meet the energy requirements of different activities
4. find out how exercise affects the body
5. sustain activity over appropriate periods of time in a range of different activities, e.g. a short walk, a longer run, cycle ride or swim, a short dance, etc.

and as their work develops:

6. follow relevant rules and safety procedures when exercising, and begin to understand risk and how to take responsibility for actions
7. describe how they feel when doing different activities
8. find out about opportunities in the community to try different activities.

##### *3. Adventurous activities*

Pupils should be given opportunities to:

1. overcome challenges of a physical and problem-solving nature with a partner or in a small group
3. identify why they should be mindful of their own and others' safety and how to respect the environment.

##### *4. Competitive activities*

Pupils should be given opportunities, as their work develops, to:

8. cooperate with others and observe the conventions of fair play, equality and appropriate conduct in individual and team activities.

## Key Stage 3

### Skills

#### *1. Health, fitness and well-being activities*

Pupils should be given opportunities to:

1. engage in frequent and regular physical activity beneficial to their health, fitness and well-being
2. investigate and plan for participation in a range of daily activity opportunities at school, home and in the local community, and find ways of incorporating exercise into their lifestyles
3. try different activities that affect their fitness and find out how appropriate training can improve fitness and performance
4. identify how to eat and drink healthily in order to meet the energy requirements of different activities and levels of performance.

#### *3. Adventurous activities*

Pupils should be given opportunities to:

3. take some responsibility for themselves, others and the learning environment.

#### *4. Competitive activities*

Pupils should be given opportunities:

5. adopt an alternative role in their chosen activity, while working with others to apply the rules of an activity and ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship.

## Key Stage 4

### Skills

#### *1. Health, fitness and well-being activities*

Pupils should be given opportunities to:

1. select, plan and engage in a variety of appropriate frequent and regular physical activities and explain how these affect their own health, fitness and well-being
2. refine and apply more complex techniques in their chosen activities
3. conduct safe, activity-specific warm-up and cool-down routines as appropriate, taking responsibility for their planning and execution
4. plan, perform and evaluate a specific training, general exercise or active lifestyle programme appropriate to their individual needs and goals
5. revise the plan effectively when necessary and be able to explain why amendments were made.

#### *2. Creative activities*

Pupils should be given opportunities to:

4. adopt different roles in their chosen activity.

### *3. Adventurous activities*

Pupils should be given opportunities to:

3. take responsibility for themselves, others and the learning environment
8. adopt different roles in their chosen activity.

### *4. Competitive activities*

Pupils should be given opportunities:

6. adopt different roles in their chosen activity.

## **Careers and the world of work**

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

In physical education, there are no explicit references to careers and the world of work.

## **RESOURCES**

Sound beam  
Projector and Screen  
Mats and Benches  
ICT resources  
'All Join In' – CD and resource pack, Alan Ockelforce  
Tools for mincing, cutting, stirring  
Large implements for writing and mark making  
Balls for throwing  
Construction toys  
Balls / various sizes  
Beanbags  
Jigsaws (Body Puzzles)  
Music  
Tunnel / fabric parachute  
Hoops  
Skittles  
Quoits  
Balloons  
Lacing boards  
Small pegboards  
2 trampettes  
Cones  
Horse-riding  
Footballs  
Hockey sticks  
Rounders bats  
Beany toys  
Paper mache  
Helter skelter (2c Yr2 SLD)  
Tumble tots video (1a PMLD)  
2 Water Bottles (1b PMLD)  
Sensory room  
Sensory equipment  
Sensory garden  
Tactile equipment  
Massage oils  
Ball pool  
Parachute (Large and small)  
Parachute activity pack  
Sand  
Riding equipment  
TAC PAC  
Art materials  
Boccia set  
New Age Curling apparatus  
Table Tennis Table, bats and balls  
Netball post  
Butterfly Scarves 20cm  
Kixz Bell Ball - mini

## **APPENDIX 2**

Solo Practice Hockey Balls  
Dimple match hockey balls  
14 Masterplay hockey sticks 34"  
Badminton net, racquets and shuttlecocks  
Sports ability equipment  
Skittles Jacuzzi (School based)  
Swimming pools (H'west)  
Switches and switch toys  
Activity centres (4c PMLD)  
Bubbles  
Body awareness tapes  
Sand pit  
Musical instruments  
Cassette player  
Video recorder  
Concept keyboard  
ICT touch screen  
Video camera  
Percussion instruments  
  
TESCO SPORT equipment  
Floor Basketball  
Cheerleader Pom Poms  
MITRE TACTIC football  
Non slip sport 24mm x 6  
Easy Grip Balls pk 4  
Fleece Easy Catch Balls pk 6  
Pup-up target centre  
Dancing rings pk 6  
Transport builder set  
Sensory motor path  
Rainbow foam balls pk 48  
Slazenger smash 23 rackets  
Rainbow wands pk 6  
Bucket of 36 tennis balls  
Connect four  
  
Giant Mobile trough  
Open reel tape 100m  
Open reel tape 50 m  
Rounders kit  
Training Arches set 4  
Tippin Target set 4  
Target mat with 12 cotton bean  
Junior Cricket set mixed  
Stirrup pump  
Foam Frisbees pk 4  
Bean bags pk 20  
Ankle skips pk 6  
Skipping rope pk 6  
Cotton rope 274 cm

Movement & Dance - Grab & Go Kit  
Tag Ball set  
Thumb Ball  
Animals Talk Ball  
Emotion Balls  
Budget Tennis Racket 27 in  
Beanbag Scarves pk 6  
Hockey - 2 goaly kits  
Rubber discuss 0.75kg  
Foam shot  
Running speed rings pack 12

Tactile Tiles set (51rg + 5sml)  
Katcha Kup  
Shapes Talk Ball  
Large Dance Scarves pk 10  
Foam Javelin  
Rainbow river Stones  
Stopwatches x 6  
Mini games - circuit cards  
Rubber discuss 1.00kg  
10 tennis rackets - central zone (26ins)  
4 rounders white poles & black base

26 gym mats  
2 safety mattresses including safety mats for  
underneath mattress  
Gymnastics cylinder  
Gymnastics wedge  
Rhythmic ribbons, balls , hoops  
Gym horse box  
Wobble board  
A-Z gymnastics  
Mini spring board  
Springboard  
Trampette