



The Linden Centre

The Linden Centre

P.E. Policy

Signed by:		
	Headteacher	Date:
	Chair of Management Committee	Date

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Statement of intent

Physical education (PE) is a vital part of the curriculum at key stages 1, 2, 3 and 4. For them to develop into happy, healthy adults, it is important that our students develop their physical competence and confidence and their ability to use these to perform in a range of activities.

Our PE programme, developed in line with the Department for Education (DfE)'s recommendations, promotes healthy attitudes and lifestyles and allows students to learn skilfulness, physical development and knowledge of the body in action. PE also provides opportunities for students to be creative, competitive, cooperative and able to face up to different challenges as individuals and in groups and teams.

Students learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. At KS3 4 level, they learn more about anatomy and the human body. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes and abilities, and make choices about how to get involved in lifelong physical activity.

1. Aims

1.1. PE is not just about the ability to play sport. PE covers a wide variety of areas including:

- Health and fitness.
- Interpersonal relationships.
- Team working.
- Problem solving.
- Safety in sport and physical activity.
- Equality in sport.

1.2. At the Linden Centre, we aim to stimulate and maintain enjoyment in sport from primary school, and to encourage and nurture a desire to engage in physical activity and sport at all ability levels.

1.3. We aim to provide sporting activities that appeal to the widest range of students from the most to the least able. Activities include but are not limited to:

- Athletics (in summer).
- Badminton.
- Basketball.
- Cricket.
- Football.
- Hockey.
- Netball.
- Rounders.
- Rugby.
- Swimming.
- Tennis.
- Dance.
- Outdoor Education.

2. Health and safety

- 2.1. General risk assessments will be conducted for all sports.
- 2.2. Specific risk assessments will be conducted for students with mobility difficulties and/or disabilities.
- 2.3. Students will follow instructions. Where students fail to follow instructions, disciplinary action will be taken as outlined in our Behaviour Policy.
- 2.4. Appropriate PE kit must be worn.
- 2.5. More detailed information about safety procedures can be found in our dedicated Health and Safety Policy including:
 - Accident reporting procedure.
 - Location of first aid kits.
 - Named first aiders outside of the department.
 - Evacuation procedures.
 - Off-site activities.
 - Swimming.
- 2.6. A "high risk" does not preclude an activity being carried out in PE class, however, enhanced safety measures will be introduced where appropriate.
- 2.7. PE equipment will be checked annually by a professional.
- 2.8. PE equipment will be checked before every use by the staff member in charge of the session.
- 2.9. Damaged equipment will be temporarily decommissioned and stored for safety.
- 2.10. Before repaired equipment is put back into use it will be inspected.
- 2.11. All PE teachers will be trained in first aid and manual handling.

3. Risk assessment process

- 3.1. Our risk assessment process is designed to manage real risks when planning trips while ensuring that learning opportunities are experienced to the full.
- 3.2. The process is as follows:
 - 3.2.1. Identify the hazards
 - 3.2.2. Decide who might be harmed and how
 - 3.2.3. Evaluate the risks and decide on precaution
 - 3.2.4. Record the findings and implement them
 - 3.2.5. Review the assessment and update if necessary

4. Inclusion

- 4.1. The Linden Centre does not discriminate.
- 4.2. The Linden staff reflects this commitment and will work hard to include all students regardless of gender, race, religion, ability or disability under the Equality Act 2010 in accordance with the school's Equality Policy.
- 4.3. In order to ensure PE is as inclusive as possible, we will implement:
 - Standard planned activities differentiated for students with various needs.
 - Adapted activities in line with students' Individual Health and Care Plan (IHCP).
 - Alternative physical activities for students who are injured or otherwise unable to take part in standard activities.
 - Non-physical alternatives where required.

5. Extra-curricular activities

5.1. Through the year the following sporting clubs may be available outside of the curriculum:

- Football.
- Netball.
- Touch rugby.
- Swimming.
- Athletics (in summer).
- Tennis.
- Outdoor Education.

5.2. No extra-curricular activity is mandatory, but students will be encouraged and supported to join in.

5.3. Removal of sporting activities will never be used as disciplinary action.

6. Cross-curricular links

6.1. Cross-curricular links to PE and sport can be found in many subjects, for example:

- The study of health, fitness and drugs in science.
- Data recording and measuring in maths.
- Map reading in geography.
- Interpretation of data using programming in computing.

7. Assessment

7.1. Detailed information about assessment of PE can be found in our Assessment Policy.

7.2. Formative assessment takes place via observation, photographs and oral questioning on a lesson-by-lesson basis.

7.3. Summative assessment will include a self-assessment and written and physical examinations where appropriate.

8. PE kit

8.1. Students are expected to wear appropriate PE kit on designated PE days unless they have a doctor's note which states that they are physically injured and must be excused.

8.2. A note from parents will allow students to participate in non-physical roles due to injury such as coach or scorer, or in an alternative activity, such as swimming.

9. The key stage 1 and 2 curriculums

9.1. During KS1, students will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

9.2. During KS2, students will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

9.3. In relation to swimming, students within KS1 and KS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

10. The key stage 3 curriculum

10.1 Students should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

10.2 Students will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities.

11. The key stage 4 curriculum

11.1. Students should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

11.2 Students will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their technique and improve their performance in other competitive sports or other physical activities.
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage students to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

Applied anatomy and physiology – Students will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport, including:

- The structure and functions of the musculo-skeletal system.
- The structure and functions of the cardio-respiratory system.
- Anaerobic and aerobic respiration.
- The short and long term effects of exercise.

Movement analysis - Students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport, including:

- Lever systems, examples of their use in activity and the mechanical advantage they provide in movement.
- Planes and axes of movement.

Physical training – Students will develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes, including:

- The relationship between health and fitness, and the role that exercise plays in both.
- The components of fitness, suitability for sport and how fitness is measured and improved.
- The principles of training and how to apply these to a personal exercise/training programme.
- How to optimise training and prevent injury.
- Effective use of warm up and cool down techniques.

Use of data – Students will develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. Students will be able to:

- Demonstrate an understanding of how data is collected – both qualitative and quantitative.
- Present data (including tables and graphs).
Analyse and evaluate data.

Sports psychology – Students should develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport, including:

- Classification of skills (basic/complex; open/closed).
- The use of goal setting and Specific, Measurable, Achievable, Realistic and Time-bound (SMART) targets to improve and/or optimise performance.
- Guidance and feedback on performance.
Mental preparation for performance.

Socio-cultural influences – Students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society including:

- Engagement patterns of different social groups in physical activity and sport.
- Commercialisation of physical activity and sport.
- Ethical and socio-cultural issues in physical activity and sport.

Health, fitness and well-being – Students will develop knowledge and understanding of the benefits of participating in physical activity and sport with regard to health, fitness and well-being, including:

- Physical, emotional and social health, fitness and well-being.
- The consequences of a sedentary lifestyle.
- Energy use, diet, nutrition and hydration.

Practical performance – Students will develop their ability and aptitude in physical activities, demonstrating the skills and techniques outlined below. KS4 specifications in PE must require students to:

- Be assessed in two different activities in the role of player/performer.
- Demonstrate skills in physical activity and sport, applying appropriate technique(s).
- Demonstrate and apply appropriate decision making skills, strategies and tactics, within physical activity and sport.
- Demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways while under pressure in physical activity and sport.
- Demonstrate appropriate levels of physical ability (e.g. coordination) and fitness within physical activity and sport.
- Demonstrate their ability to control physiological and psychological parameters (e.g. anxiety, aggression) to facilitate successful performance (and fair play) in physical activity and sport.
- Adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport.
- Analyse and evaluate performance to bring about personal improvement in physical activity and sport.