

Physical Education

Policy Statement

Enjoy, Inspire, Achieve

PE Department: Values, definitions and objectives

At Maplewell Hall we believe the physical education, experienced in a **safe, supportive learning** environment, is a unique and vital contributor to a learner's physical development and wellbeing. The broad and balanced PE curriculum encourages increased levels of physical fitness, provision for learner's increasing **self-confidence and self-belief** in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide **inspiring, passionate, enjoyable**, physically active, satisfying and appropriately challenging learning experiences for all learners leading to **increase participation and high levels of physical fitness and determination**. Through the selection of suitability differentiated and logically developed tasks, it is intended that learners, irrespective of their innate ability, will enjoy **success** and be motivated to further develop their individual potential through appropriate and accessible pathways.

The PE policy cross references to our school ethos and aims and identifies the following:

- To use effective teaching and learning styles to address the learning, social and emotional needs of learners, and equip them for adult life.
- To encourage learners to take responsibility for their own learning and behaviour

Fair play and physical activity **equality** is at the heart of the PE curriculum. A balance of individual, paired and group activities in co-operative, collaborative and competitive situations (**teamwork**) aims to cater for the preferences, strengths and needs of every learner. Such activities, experienced within a range of activities, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a learner's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background (**respect**).

The activities offered and the teaching approaches adopted seek to provide learners with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Learners are encouraged to appreciate the importance of a healthy and fit body and mind, and to **understand those factors that affect health, fitness and wellbeing and apply it to their own lives**. As a result, learners develop an understanding of the importance of life long participation leading to better health.

Whilst retaining its unique contribution to a learner's movement education, physical education also has considerable potential to contribute to much wider areas of learning.



PE Department: Teaching and Learning

Within the PE curriculum we aim to:

1. Develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency
2. Develop an increasing ability to select, link and apply tactics and compositional ideas
3. Improve observation skills and the ability to describe and make simple judgements on learners own and others work, and to use their observations and judgements to improve performance
4. Develop an understanding of the effects on the body, and an appreciation of the value of safe exercising. Develop an understanding of the effects of exercise on health and wellbeing and use this within their own lives
5. Develop the ability to work independently and communicate with, and respond positively towards, others
6. Promote an understanding of safe practice, and develop a sense of responsibility towards learners and others safety and wellbeing (applying safety principles).
7. To encourage learners to improve their physical fitness and show high levels of physical fitness.

At Maplewell we believe all learners should:

- Appreciate and enjoy moving and achieving in physical activity.
- Develop competence and confidence in physical skills.
- Understand and appreciate a range of kinds of physical activities including sports, dance and outdoor activities.
- Be able to take part effectively on their own, with partners and in groups, both in competitive and co operative situations.
- Select, practice and improve to set their own goals and make sensible decisions about their participation in physical activity.
- Value safety codes, minimise risk, avoid danger and respond appropriately, when necessary to emergency situations.
- Recognise, understand, appreciate and comment on good and bad performance, constructively.
- Learn to cope responsibly with success and failure.
- Value the contribution which physical education and exercise can take towards their health, wellbeing and lifestyle.
- Understand and appreciate the importance of valuing the contributions of others. Whether male or female, whatever level of ability or social and cultural background. (See also Equal Opportunities and Race Equality policies).
- Appreciate the importance of fair play and abiding by the rules and codes of conduct in all activities.
- Become involved in activities, which are socially valued, worthwhile and contribute to young people's development into responsible and sensitive adults.
- To observe the rules of personal hygiene.
- To develop relevant skills, knowledge and understanding for further vocations in sport, recreation and dance. (See also: schools Teaching and Learning policy).



PE Curriculum: Management and Organisation

All learners in Key stage 3 and 4 will experience a broad range of activities through the PE programme.

At Key Stage 3, student receive double lesson of 50 minutes per week. At key Stage 4 students receive a single lesson of 50 minutes.

Where possible learners are placed in ability sets during lessons.

At Key Stage 4 students are able to opt for OCR Level 1 Cambridge National award/certificate in Sport Studies. Students have three additional 50 minute lessons to work towards this qualification.

Also at Key Stage 4 student are able to opt for gaining a Bronze Duke of Edinburgh award over a two year period.

At Key Stage 5 students are able to opt for a Level 1 or 2 Gateway qualification. Students will study a range of areas of Sport including employment within the sports industry as well as participating in leisure and sports activities.

The PE staff will actively seek opportunities to enhance the curriculum and provide out of school hours learning (OSHL) opportunities.



PE Qualifications

Key Stage 4 qualifications

Entry Level 1, 2, 3 in Physical Education

Examination board: OCR

The Entry Level course is an alternative to the Level 1 Cambridge National Award/ Certificate in Sports Studies where the use of Level 1 study may not be appropriate. This qualification is 100% internally assessed, with the focus of the course being on the performer and on performance. Learners choose from a wide range of practical, engaging activities which ensures an inclusive specification allowing all learners to achieve their potential.

Level 1 Cambridge National Award/ certificate in Sports Studies

This qualification provide students with a broad knowledge and understanding of different aspects of sports studies, from looking at contemporary issues in sport and the relationship between sport and the media to developing the practical skills essential for progression into the sports industry.

Key Stage 5 qualifications

Level 1 Award/ Certificate in Skills for Sport and Active Leisure

Examination board: Gateway

This qualification provides a wide range of introductory skills, as well as core knowledge, relevant to sport and active leisure, alongside generic employability skills which are needed both in the sport and active leisure sector and across other sectors. Units include gaining knowledge and skills relevant to different job roles in the sector (such as risk assessment, assisting at a sport or active leisure event, working with different people in sport, working with children in sport and active leisure,) alongside generic employability skills (such as time-management and solving work-related problems, working in a team, positive attitudes and behaviours at work).