

JUNE 2016



# PHYSICAL EDUCATION POLICY

**SPRING COMMON ACADEMY TRUST  
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ**

## **RATIONALE**

We would like students to develop positive attitudes towards an active lifestyle, and develop an interest in sport that will carry them through the rest of their lives. Students gain confidence in their bodies and selves through the acquisition of basic movement skills. They can experience the joy of playing games and sport. Students can co-operate and compete with others and challenge themselves to improve their own performances through practice.

Promoting fundamental British Values:

- Students are given the opportunity to appreciate and celebrate the success of British sport.
- Students have opportunities to learn about key legislative factors that may influence health and safety in sport.
- Rule of law and democracy are essential in PE and sport as everyone has to play by the rules.

## **STATEMENT OF INTENT**

At Spring Common we support the health and welfare of our students. We do this by offering a comprehensive curriculum to our students to cover all aspects of their lives. It is within this framework that we give all students access to a Physical Education Programme presented in such a way as to give due consideration for physical development and levels of ability. We actively encourage pupils to participate in 30 minutes of activity a day at school in addition to PE/Sports lessons in the curriculum. This is in line with government guidelines.

## **TEACHING PE TO CHILDREN WITH AUTISM SPECTRUM CONDITIONS (ASC)**

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook.

In PE students with ASC demonstrate the following characteristic learning and thinking styles:

- A relative strength in concrete thinking, for example being able to demonstrate a skill after modelling but struggling to apply in a game structure.
- A preference for visually as opposed to orally presented materials, for example teacher or peer demonstrated activities rather than being told what to do.

- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, completing closed skills like throwing the javelin rather than passing a ball to a partner.
- A strength in understanding visuospatial relationships, for example, the use of lines or rules in competitive situations.
- Difficulties in abstract thinking, for example, ways to outwit an opponent in games based activities.
- Difficulties in social cognition, for example, anticipation of what a team-mate, partner or opponent will do in a competitive game or activity.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred.

Students with ASC may also struggle with some sensory elements of the PE curriculum such as the smell of the changing rooms or the social demands of changing in a group situation.

Students with ASC are often helped by:

- Breaking down skills into small rehearseable steps
- The use of visual stimuli and prompts
- Closed activities
- Small 1:1 situations rather than large games

## **AIMS AND OBJECTIVES.**

### **In physical education the students should be taught to:**

- Be physically active
- Engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance and improve co-ordination;
- Be aware of the need for personal hygiene in relation to vigorous activity;
- Demonstrate knowledge and understanding mainly through physical actions but where possible verbal explanations;
- Be aware of the terminology relevant to the activities undertaken.

### **In order to become independent learners the students should be encouraged to:**

- Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again if at first students do not succeed;
- Solve problems encountered in the course of their activities;
- Develop an appreciation of the outdoors through outdoor education;

- Evaluate initial attempts and decide how to modify subsequent attempts to bring improvement;
- Consolidate particular skills through practice and repetition.

**In order to develop positive attitudes students should be encouraged to:**

- Within the PE Curriculum students have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their Peers;
- Develop an understanding of the importance of rules and appreciate the merit of fair play;
- Develop an appreciation of tactics and the advantage of working with team mates;
- Develop a competitive spirit and observe the conventions of fair play and good sporting behaviour whether they are winning or losing;
- Appreciate the strengths and be aware of the weaknesses of both themselves and others in relation to different activities.

**Pupils are encouraged to develop aspects of their Social, Moral, Spiritual and Cultural learning.**

Pupils are offered a range of sporting activities where they not only learn about how to develop their own spiritual wellbeing which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve, but also the moral reasoning for needing rules in order to play sports fairly. They are encouraged to develop their social skills through playing as part of a team, but also how to deal with competitive situations when they either win or lose. Culturally the range of sports are linked to the history of different sports and respecting that there is diversity in society that can effect a persons participation in sport due to disability or ethnic background.

**HEALTH AND SAFETY**

Physical activity is undertaken in line with the school's Health and Safety Policy. This is completed at equipment, pupil/staff and environmental levels.

**We will encourage students to:**

- Be aware of their own and others' safety in all activities undertaken;
- Understand the importance of warming up for and recovering from exercise to help to prevent injury and the effect of physical exercise on the body;

- Adopt good posture and the correct use of the body at all times
- Lift, carry and place equipment safely;
- Understand why particular clothing, footwear, and protection where necessary, are worn for different activities;
- Understand the safety risks of wearing jewellery, inappropriate clothing and especially footwear;
- Respond readily to instructions and signals within established routines.

**To enable students to develop awareness for the need to take care of equipment properly they should be:**

- Encouraged to return equipment to correct boxes and places at the end of every lesson;
- Become aware that equipment is absolutely necessary for PE sessions and therefore not taken away from the storage area at other times;
- Encouraged to assist in maintaining inflation of balls used in PE when necessary.

**Pupils are encouraged to behave in an appropriate manner during all physical activities. This allows:**

- All pupils to feel safe in their learning environment.
- Everyone to perform to the best of their ability.
- Pupils to be in the right mindset for learning and achieving the best I can.

## **RESOURCES**

There is a good range of sports equipment stored within the sports hall, this is available for all to enhance physical activity in curriculum time. Each class has a bag of resources that are used to support each class to access at least 30 minutes of physical activity a day.

Resources are updated and increased within budgetary constraints. Outside professionals and sports people will be invited to visit and provide workshops for the students and to upskill staff with professional development. Students will also have access to sporting events held both inside and outside of school for inclusion events, competitions and school games.

## **IMPLEMENTATION**

- The programmes of study in all Key Stages will be taught in ways appropriate to the students' abilities. Material from earlier stages may be selected where it is necessary for progress and to enable pupil's to demonstrate achievement in contexts suitable for the pupil's age.

- Staff teaching PE will be responsible for planning lessons according to the needs and abilities of the students in each Key Stage. Students should be taught in mixed sex groups. Students with a physical disability will be taught alongside their peers.
- Students will have a minimum of 2 PE/sports lessons a week
- All students will have access to swimming lessons.
- PE Kit – Parents are requested to supply their child with a school PE Kit.
- Hydrotherapy is available for whom it is appropriate.
- Extra-curricular activities are provided every lunchtime.
- Some students require daily physiotherapy programmes devised by physiotherapists. These programmes act as a basis on which to build their P.E. lessons

## **PLANNING, RECORDING AND REPORTING**

Medium term plans for units of work are written by the PE co-ordinator and monitored by the SMT.

The PE co-ordinator is responsible for assessing all students and collating the evidence. This is used to form learning journeys and to demonstrate students' progression.

Pupils are offered accreditation through Unit awards once they reach KS4.

## **RESIDENTIALS AND DUKE OF EDINBURGH'S AWARD**

In addition to the broad curriculum and extra-curricular activities students are offered, where appropriate residentials allowing them to develop interdependence, confidence and self awareness.

## **SPECIFIC CONSIDERATIONS**

Students are offered an adapted curriculum appropriate to their individual needs and where possible these activities are integrated into the core lessons alongside their peers.

Care is taken to ensure that Students with some medical conditions are not allowed to take part in specified Activities. (For instance Downs Syndrome students with Atlanto Axial Subluxation).

Inter-school and area matches in a variety of sports are regularly arranged against other Special Schools as this is thought to afford the students with worthwhile experiences.

Resources used: Q.C.A. Programmes in Gymnastics, Dance, Swimming and Games.

Extra-Curricular Opportunities – Take part in countrywide events alongside mainstream schools. Support and actively participate in district/county multi-sport/games events.

There are various activities arranged during lunchtime breaks for both secondary and primary departments. These vary according to the terms.

The Duke of Edinburgh's Award is offered to pupils at bronze level allowing them to gain an accreditation and the chance to do something completely new or to improve on the things that they are already doing. It takes them out of their comfort zone and into a place where they have to push themselves and have amazing new experiences in the process.

## **EVALUATION OF THE PE POLICY**

The PE Policy will be continually monitored by the PE co-ordinator and the Senior Management Team.

Policy agreed on: JUNE 2016

Signed on behalf of the Trustees \_\_\_\_\_

Committee: CURRICULUM

Author: MUNFRED LEWIS

Review date (optional): \_\_\_\_\_

Website Y/N