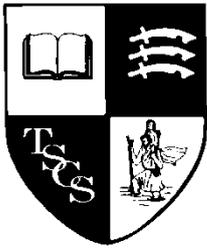


# THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



## Academy Trust - Special School

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### THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST PHYSICAL EDUCATION (PE) POLICY – PRIMARY, SECONDARY & POST 16 SCHOOL

Revisions:	<b>November 2004</b>	<b>October 2013</b>
	<b>March 2009</b>	<b>September 2015</b>
	<b>October 2011</b>	<b>May 2018</b>

#### 1. AIMS AND OBJECTIVES

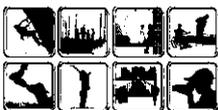
Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups or teams. It promotes positive attitudes towards active and healthy lifestyles, and provides pupils with the necessary knowledge of how to improve their own health and well-being. Pupils will learn how to think in different ways to suit a wide variety of creative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activities.

#### We aim for young people to become:

- Successful learners, who enjoy learning, making progress and achieving set goals.
- Confident individuals who are able to live safe, happy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.
- To develop pupils self-esteem, wellbeing as well as their ability to form meaningful relationships with those around them.
- To allow pupils to function as independent learners, be able to take their knowledge into other situations and continue to add to it when leaving school.
- For pupils to understand how they learn and what form of learning works best for them.
- For pupils to take risks in their learning and strive for improvement in the work they produce.
- For pupils to be aware of their next step of learning and what needs to be done to improve their future work

#### In order to fulfil the above aims it is necessary for us to ensure:

- There is systematic progression through key stages Foundation, 1, 2, 3 & 4.
- That the National Curriculum programmes of study for PE and their associated strands, level descriptions and attainment targets are given appropriate coverage. This is achieved through lessons and termly planning that is closely connected to the Physical education programmes of study for key stages 1 and 2 (2013) and the Physical education programmes of study for key stages 3 and 4 (2013).



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- That PE experiences are focussed to enhance learning.
- That a wide range of activities are provided, so every pupil can find a place for their individual strengths.
- That extra-curricular opportunities are open to all and offer a wide variation of sporting opportunities.
- That competitive opportunities against other schools are available to pupils as they progress through key stages.

## **2. CURRICULUM CONTENT AND TIME**

Physical Education is an integral part of The St Christopher School. Essentially all opportunities are built upon to incorporate physical activities wherever possible, alongside directed curriculum time from foundation level through to post 16. A topic can often be supported by a well-planned P.E. lesson, helping the children to understand and communicate in other ways i.e. physically and not always with written work. Elements of safety, personal and social development can be seen in all areas of the curriculum and can be continued throughout the physical education curriculum. PE is taught in its own right and as an integral part of the curriculum. All lessons are informed by yearly and half termly planning that target specific age related skills essential to the topic covered, with visible links seen in medium term planning, lesson planning, as well as schemes of work that highlight how the national curriculum and every child matters are embedded into PE. A coherent physical education curriculum will be planned to embrace the variety of different learning experiences and ensuring that they are not always looked upon on being unconnected to other parts of the curriculum. Content is adapted and tailored to the needs of the individual pupil and to the needs of the class group. Termly areas taught will have some similarities across most key stages, allowing for both pupil and staff to draw on each other's strengths and share similar experiences. All key stages have 2 hours of quality PE per week, allowing for continuity and progression to be made.

Key stage 1 & 2 groups have a minimum of 1 hour per week swimming time that is timetabled. These sessions take place in our school swimming pool and subject content is taught alongside ASA swimming guidelines. Pupil's progress is tracked through a PE swimming database that is used to ensure all pupils are working at the correct level as they progress through the primary school. Pupils in years 5 & 6 are given the opportunity to swim at a local leisure centre in a full 25m swimming pool. This is used to ensure as many of our students are able to swim the nationally recognised target of 25m unaided by the time they leave primary education.

Students in key stage 3 receive a term of swimming time at a local leisure centre as part of the PE department's curriculum. Selected students in key stage 4 also receive swimming lessons if they are likely to use swimming as an entry level option or if they require improvements to aid their social / personal.

### **Extension and Extra Curricular Activities**

We offer a wide range of after school sports clubs including trampoline, fitness and swimming. The variety of programmes take place 3.00pm – 4.00pm. All pupils can participate in their appropriate age group session with their parents' permission. Parents and carers are responsible for the transportation of their child. Qualified and sport specific staff take these sessions, providing relevant teaching for pupils participating.

We are an active member of the Special Education Schools Sports Association (SESSA) and School Sports Partnership where we participate on a regular basis in a range of sports alongside other schools. We host and organise many events throughout the year, and pupils from key stages 2, 3 and 4 regularly represent the school.

The PE department run three annual inter-house differentiated sports in Football, Basketball and Cross-Country Running. All pupils are able to access these events and competitions are divided into higher and lower ability categories, so that pupils enjoyment is maximised.

All pupils are given the opportunity to represent their house teams in a competitive but fun setting. House teams themselves are based around sporting icons from the 2012 London Olympics i.e. Weir, Wiggins, Hoy, Ennis and Farah teams which provide an ever present message of the impact sport can have. House events are differentiated to ensure that every pupil has the opportunity to contribute to their house team's success.

Additional PE uniform exists in school, and pupils are able to purchase a high quality brand name top that has the school logo on the shirt. This promotes pupils being proud of both the school and the work they undertake in PE lessons. Outstanding Sporting Performance tops are given to pupils who we feel have made significant progress in the subject and these tops are theirs to keep and are a visual way to see every lesson how far they have progressed. These tops are a different colour and stand out from the crowd, this is also a target and aim for other pupils to work towards.

'Chris Cross Kids Club' has been set up to give any child the opportunity to participate in a variety of sporting & fitness activities. The sessions have included:- Football, Fitness for Kids, Multi-Sports & Cricket Coaching for girls and boys aged from 4 – 14 years of age.

The Chris Cross Holiday Scheme is run during each school holidays. This gives all children the chance to play and learn different sports and games, whilst meeting new children, of different abilities and backgrounds. The structured sessions compliment the Sporting activities already part of the Physical Education Programme, offering the opportunities for all children, special needs and mainstream to interact and participate with the emphasis on fun and fulfilment rather than win at all costs.

As a school we host a yearly sport presentation event, which is an opportunity for pupil's achievements throughout the year to be recognised. Awards are handed out to pupils of all key stages, and each sport taught within the curriculum has some level of focus. We also host annual sports presentation assemblies for key stage 1,2,3 and 4 in the summer term to celebrate achievements with PE.

## **Qualifications**

Pupils in key stage 4 have access to a format of gaining a qualification through recognised exam bodies. We offer Entry Level in PE dependent on each individual's academic, social and physical abilities. Pupils who aren't able to access this option are taught around some entry level elements but have a greater emphasis on developing confidence, social skills and fundamental motor skills.

Selected Key Stage 3 pupils are chosen to participate in a newly introduced ASDAN Football Course that the schools PE staff delivers. This acts as a way for our higher ability learners to gain a qualification, extend their learning within PE and prepare them for additional ASDAN courses they will undertake once in key stage 4.

All key stage 3 pupils receive some theory based lessons which are taught alongside their practical sessions. These sessions are used to provide pupils with the necessary knowledge to support the work undertaken in PE, as well as in preparation for entry level related topics in Key Stage 4.

## **Competitive Sport**

The school is part of a sport partnership with 7 other special schools that provide competitive sport for key stage 2, 3 & 4 pupils on a regular basis. Fixtures take place within the school day and cover a range of sports including football, basketball, x-country, swimming, tag rugby, athletics, mini-tennis, hockey and cricket. Not only is there a designated sporting competition for both key stage 3 and 4 for each sport, but schools also arrange additional fixtures with one another at varying age groups.

Our yearly fixture list is very busy, which enables many of our pupils to experience a competitive setting against other schools, as well as the opportunity to represent the school.

Most PE lessons also incorporate a competitive element to them, as this allows for specifically taught elements to be used in a higher pressure and competitive scenario.

## **Attitudes**

PE across the school is taught with the aim to develop a positive attitude towards a young person's physical and personal development. The St Christopher School looks upon PE in a very positive way. Pupils are

encouraged to participate on all levels. We feel PE is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sport participation. But it goes beyond the individual understanding themselves – its learning how to work with and respect others. To see young people growing in physical skills, self-confidence and self-worth is a truly enriching experience and nowhere in school can it be more visible than in PE.

### **3. PE CO-ORDINATOR**

There are two designated PE Co-ordinators to oversee the planning and delivery of Physical Education curriculum across all key stages at The St Christopher's School.

#### **The PE Co-ordinator will be responsible for:**

- Facilitating the use of PE across the curriculum in collaboration with all subject coordinators
- Providing or organising training to keep staff skills and knowledge up to date
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- Ensuring that PE offers appropriate opportunities for all pupils at every level
- Monitoring the delivery of the PE curriculum and reporting to the head teacher on the current status of the subject
- Meeting with governor linked to PE development in the school to discuss all aspects of PE teaching, learning, progress and targets.
- Overseeing the delivery of qualification based courses run within school.

#### **Monitoring**

Monitoring PE will enable the coordinator to gain an overview of PE teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development

#### **In the monitoring of the quality of teaching and learning the PE Co-ordinator will:**

- Scrutinise plans to ensure that the PE being taught is age and ability appropriate.
- Analyse children's work and their performances
- Observe PE teaching and learning in every primary classroom and across the secondary department.
- Analyse assessment data, ensuring pupils are being challenged at the correct level.
- Regularly reviewing the PE policy and scheme of work alongside teachers.
- Monitor the appropriateness of the award governing qualifications we offer and adapt accordingly.

### **4. USE OF ICT**

ICT has an important part of play in the teaching of PE. We are regularly displaying pupils' progress through photographs and spread sheets showing improved times distances etc. Pupils enjoy using various ICT equipment to film, record and monitor their own learning within PE activities.

Almost all sports covered incorporate the use of ipads as a form of filmed assessment that pupils can visually see and learn from. Peer coaching and assessment are also encouraged where possible.

### **5. RESOURCES AND BUDGET**

The PE budget is allocated each financial year and is available for the whole school. Teaching staff that require particular items of equipment, books, etc. to be taught effectively need to discuss these with the PE subject leader who will then order as appropriate. Resources will be reviewed on a regular basis and are recorded on a data base.

### **6. REVIEW**

Revision and updating of this policy will be completed by subject co-ordinator following discussion with the Head teacher and Governor responsible for the subject. Revisions will be presented to the governing body for discussion and approval.

**Name: Jason Syrett (Secondary PE Co-ordinator)**  
**Nicole Caldon (Primary PE Co-ordinator)**

**Date: May 2018**