



Physical Education Policy

This document is designed to ensure that Beacon Hill School meets the statutory requirements for all pupils to participate in Physical Education activities. It is intended that for most pupils the provision of these activities will exceed the statutory minimum, reflecting the importance of Physical Education in the whole Curriculum. This document should be read in conjunction with the school Health and Safety Policy and Baalpe guidelines which outline school and national procedures relating to safe practice and the specific use of the Trampoline and Pool facilities.

Principles:

1. Beacon Hill School is committed to offering the full range of National Curriculum Physical Education activities to all of the pupils, regardless of gender, race or special needs.
2. Where adaptations to the physical environment, equipment or the Programme of Study are necessary to meet a child's individual needs the School will strive to make these available within the constraints of the School building, personnel and budget. Pupils will be physically active and demonstrate knowledge and understanding mainly through physical activity.
3. Where the involvement of outside agencies will enhance the provision of activities for pupils this will be actively sought by the School.
4. The first consideration in the provision of any activity will be the safety and well-being of the child. Pupils will develop positive attitudes and observe the conventions of fair play, competition and good sporting behaviour being concerned for their own and others safety.
5. Beacon Hill School recognises that Physical Education contributes to physical well being, health, moral, cultural and social development, communication skills and independence for all children.
6. PE will be delivered using appropriate teaching strategies for pupils with ASD. This will include individual risk assessment, clear visual structure and limited use of language.
7. Physical Education should be an ultimately positive experience which equips young people for life long involvement.

Aims:

"To maximise the potential of every member of the school community by raising standards and offering a high quality education".

By developing the physical abilities of each child through involvement in a range of activities, developing self worth through achievement and equipping individuals with the knowledge and opportunity to develop life long involvement. Physical Education contributes to the maximising of each child's potential and the provision of high quality education.

"To create a happy, safe and stimulating environment for all".

Participation in Physical Education can be for most children a happy experience, focusing on their achievement, setting realistic targets and providing a balance to

class based activities. In addition it provides experience of moving in a variety of environments, assessing risk and knowledge about the limits of personal ability, developing safety awareness.

"To value individual roles within school and to foster teamwork and co-operation".

The various indoor sporting disciplines and Outdoor and Adventurous Activities offer controlled opportunities to develop a competitive spirit and team spirit by allowing pupils to perform as individuals and as part of a team, where each individual has an indispensable role to play but the team as a whole must function together. The nature of these activities makes them a very powerful learning tool in this area. Pupils in all key stages will take part in an intra school sports day as well as their annual school sports day. Pupils in Key Stage 3 and Key Stage 4 will take part in various intra school sports events, where they will be able to win points for their 'house'. To increase the competitive spirit within the school, the three house teams will compete for a cup which they will hold for one year.

"To give each person a sense of his/her own worth and the opportunity to develop self advocacy skills".

Physical Education provides opportunities to celebrate achievement as an individual and part of a team, and activities such as Games, Dance and Outdoor and Adventurous Activities encourage decision making, choices and the free expression of personal opinion.

"To create an environment where friendships can be developed".

The shared experience of physical challenges and working together to overcome them within Physical Education creates an environment in which friendships can be developed and cemented.

"To extend the reciprocal integration of Beacon Hill School within the whole community fostering respect and mutual understanding".

Physical Education activities such as Swimming, Games and Outdoor and Adventurous Activities happen off-site, using public facilities often shared with the rest of the community. Our pupils learn to treat these facilities with respect and share them with others.

"To celebrate and acknowledge achievement throughout the school".

Achievement in Physical Education is recognised and celebrated within the class setting, when clear targets are achieved, and in school assemblies. Recognition is also given by outside bodies in activities such as swimming, gymnastics, dance, athletics and fieldfare/kielder challenges. Pupils in Key stage 3 and Key stage 4 will

gain points for their particular house by gaining golden awards for academic, pastoral and sporting achievements, they will also win points for their house through various intra school sporting events.

Objectives:

1. In each year of Key Stage 1, children will be taught 6 areas of activity including: team games, gymnastics, dance, games (focussing on core skills), athletics and outdoor activities.
Swimming may be taught during this Key Stage.
2. In each year of Key Stage 2, children will be taught 6 areas of activity including: team games, gymnastics, dance, games (focussing on core skills), athletics and outdoor activities.
Swimming may be taught during this Key Stage.
3. In each year of Key Stage 3, children will be taught six areas of activity including: games, dance, gymnastics, athletics, Outdoor/adventurous activities and team games.
Pupils will swim at one of the local authority swimming pools or at the school pool.
PMLD pupils will receive a hydro pool and rebound session where appropriate.
4. In each year of Key Stage 4, children will be taught six areas of activity including: games, dance, gymnastics, athletics, Outdoor/adventurous activities and team games.
Pupils will swim at one of the local authority swimming pools or at the school pool.
PMLD pupils will receive a hydro pool and rebound session where appropriate.
5. The design of the programme outlined in one to four will be adhered to even though suitable material may be drawn from more appropriate Key Stage Programmes of Study.
6. Nursery age children will follow a programme of Physical Development which offers opportunities for Gross and Fine Motor Activities.
7. Post 16 students may be offered appropriate units from the ASDAN programme in Sports Skills, and a programme of Leisure Options to develop their use of leisure time in sports related activities and development of understanding of the importance of exercise in promoting a healthy lifestyle. This may mean they do not access swimming on a weekly basis.
8. Children challenged by Profound and Multiple Learning Disabilities will be offered opportunities to participate in Physical Education with appropriate adaptations to equipment and delivery.

9. For children with P.M.L.D. areas of the National Curriculum can be delivered through activities which allow them to work towards Key Stage One i.e. Rebound Therapy (Gymnastic Activities), Hydro Therapy (Swimming) including Halliwick swimming, adapted games, e.g. Bocca. These activities can therefore contribute to aspects of the Physical Education and Enhanced Curriculum.
10. Swimming: It is recognised that swimming is of a great value to all pupils at Beacon Hill School. It will therefore form part of their programme at Key Stages one to four and at Post 16. Where this provision threatens to unbalance the P.E. curriculum swimming will form part of the Enhanced Curriculum.
11. For Primary pupils who do not receive Hydro Therapy, Swimming will be delivered using the Halliwick Method of Instruction.
12. Secondary pupils receive tuition from a qualified swimming instructor employed by the particular pool, they may access the North Tyneside Award Scheme, assessed at Tynemouth Pool. ASA/SSA based awards will also be available to pupils in the Primary Department.
13. To attend sessions at Tynemouth Pool, pupils should fulfil the following criteria:
 - a. They should not have an individual programme of Hydro Therapy.
 - b. They should normally be capable of following instructions and operating safely without risk to themselves or others under supervision.
or
 - c. They should have dedicated support from a trained one-to-one assistant.
 - d. They should be water-confident and have some sense of the potential danger of being out of your depth,.

Provision for children who do not meet these criteria will continue to be made in the School Pool, or swimming will be replaced on their P.E. Programme by another activity.

Routine Practices:

14. Appropriate kit should be worn for all activities.
15. Jewellery and valuables should be removed and either supervised by a member of staff or placed in a secure locker during the activity.

16. Head counts and name checks should be made regularly when off-site, particularly before leaving a site on a minibus.
17. When using facilities off site a record of the pupils and staff involved, their destination and the time of exit must be made in the book by the main door.
18. Changing and showering are a central part of the educational content of the P.E. lesson and will provide opportunities to develop self help and personal hygiene skills.
Where secondary pupils have access to a public pool then a risk assessment and protocol/changing plan to be in place to safe guard pupils, staff and members of the public.
19. Teachers in charge of P.E. lessons will make themselves familiar with medical conditions and behaviour programmes of those children with challenging behaviour to ensure consistency of approach.
20. If an accident occurs off-site staff should have made themselves familiar in advance of the procedures at the facility they are using and follow them. Staff should be prepared to contact local hospitals and the School. Accidents off-site need to be entered in the school accident book on your return.
21. Teachers in charge of P.E. lessons should be familiar with any medical conditions affecting children and any contra-indicated activities. This includes obtaining any necessary medicines, inhalers etc.
22. Setting and putting away equipment should be integral parts of the lesson and can form part of the learning programme if this can be done safely. All equipment used must be returned to the P.E. store in good order.
23. Pupils are teacher assessed against given criteria throughout each unit of work.