



2019-2020



A Whole School Policy for Physical Education

Champions aren't made in the gyms. Champions are made from something they have deep inside them - a desire, a dream, a vision.

Muhammad Ali, American Boxer

Introduction

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. *Champions* is a Sports, Fitness and Health programme for Years 1 to 6. It is a holistic approach to teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing. It was inspired by an approach at Ark Bentworth and Ark Conway schools. It has been developed and successfully implemented in school by specialist teachers and, as such, is a proven part of wider school improvement and an effective measure of individual children's fitness and sport progress. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavor to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions alongside the essential acquisition of motor skills and techniques.



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Aims

- To develop an ability to plan a range of movement sequences, organize equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To promote positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To foster an enjoyment, and positive attitude to, the subject in school.

Objectives

- Children will participate in a range of psycho-motor / movement activities to develop personal physical skills. (Practical attainment)
- Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinesthetic)
- Children will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
- Be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)
- Be given opportunities to develop personal characteristics like initiative, resilience, self-reliance and self-discipline (Self-knowledge)
- Be given opportunities to enjoy, succeed and compete in the subject as well as to be stimulated and challenged. (Problem solving)
- Be given the opportunity to develop areas of activity of their choice.
- To help prepare a child mentally and physically for key stage 3 and beyond.



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Organisation

The curriculum in this subject has been organised to ensure that children in both key stages have access to the areas specified in the national curriculum and go beyond its statutory requirements. We are confident that children following our curriculum can develop and progress the expectations at the end of each key stage.

Resources

At Ravens, we employ 3 sports coaches and have access to a hall, a large playground, a large field area and a studio. The academy has a resourced PE store in both key stages, portable football and netball goals, portable and fixed gymnastics equipment as well as many mats and benches. Equipment is checked regularly and stock replenished as often as budget allows. Staff have access to all Champion's online resources including planning and guidance, equipment lists, video clips and audio soundtracks.

Training

Training is always available to the coaching staff here to ensure that standards of delivery remain high and continue to improve and to enable our specialist members of staff to keep abreast of new movements and initiatives. This has helped enormously to raise the standard of teaching and pupil performance in these sporting areas.



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Assessment / Monitoring

Ongoing Assessment for Learning (AfL)

Unit 2 Story Time Dance

Lesson 1 Year 1 • Champions

Learning objectives:

- To change direction during travelling moves.
- To link travelling moves that change direction and level.

Learning outcomes:

- Learn the Goldilocks rap with actions.
- Practise travelling movements with a change in direction.

Vocabulary:

- Rap, beat, gesture.

Equipment:

- Whiteboard, lively music track.

Champions resources:

- The Goldilocks rap.

Warm-up:

The children move around in various ways to the music. They freeze when the music stops.

Skills learning and development:

Teach the class a short rap - write the words on a whiteboard if necessary:

*Once upon a time in a nursery rhyme
There were three bears,
The Papa bear, the Mama bear and the wee bear,
They went walkin' and talkin' in the woods.*

Get all of the children to say the rap while slapping their thighs in time to the beat.

Clap the beat as the children walk around the room in a line. The children's feet should touch the floor to match the claps. They can repeat the rap at the same time.

Change the beat. As this happens the children should change the speed they are walking in order to match the beat.

Repeat but, after a count of four, the children change direction.

In the story, Goldilocks goes for a walk in the woods. Ask: *How might Goldilocks walk and what might she be doing?* (E.g. Creeping, looking around, looking scared.)

Encourage the children to perform different gestures (e.g. looking around, walking in different directions, putting a hand up to forehead as if looking about). Share ideas.

Application and practice:

Ask the whole class to recite the rap twice through. After the rap, they walk around the woods for a beat of four and then gesture for four, then repeat, but this time, walk in a different direction. Count for the children all the way through, to help them keep in time. Perform a few times.

Reflect and review:

Ask:

- *What happens next in the story?*
- *How can we put that into a dance?*

Have the children watch and assess one another's dances.

- *What do they like best about the dance?*
- *How could it be improved?*

Support

Repeat the same gesture.

Extend

Make gestures more complex.

Sports

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The Champions programme has user-friendly lesson plans with clear learning objectives and outcomes, helping to ensure that children have a strong learning focus during each session. The 'Reflect and review' section on each lesson plan offers a range of AFL methods. These AFL methods include: appropriate questioning (during 'pit-stops' and plenaries), peer assessment, and self-assessment techniques, which often incorporate technology to maximise effectivity. These are used with the aim to support and encourage young people to work together in order to excel in physically demanding and competitive activities.



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Overarching Champions Assessment

As an alternative to assessing with levels, Champions includes three overarching assessments for Sport, Fitness and Health, created to give the teacher and child a clear focus to learning PE in holistic way. Each of these user-friendly assessments has been generated by consulting a range of Physical Education experts across the nation to ensure correlation between the scheme of work and the assessment.



Within each overarching assessment, a child can achieve one of three awards at the end of each year: Bronze, Silver or Gold. Bronze represents below expected age, Silver at expected age and Gold above expected age outcome. To encourage children to achieve the highest possible award, Champions includes sport, health and fitness certificates and display material to extrinsically motivate and reward in each area.

Sport

For Sport, Champions assessment is focussed on a logical integration of the Fundamental Movement Skills (FMS) in agility, balance and co-ordination. These skills are important because they are the 'building blocks' or foundation movements for more complex and specialised skills required by children to competently and confidently play different games, sports and recreational activities offered at school and in the community.



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Fitness

The Champions programme has created six child-friendly fitness assessments which each assess a key component of fitness (muscular strength, muscular endurance, cardiovascular endurance and flexibility). The child-friendly assessments have been designed to fit alongside Champions fitness units to ensure that they are conducted in the most effective way and allow for reflection and goal setting.

The fitness assessment has been formulated using trial and tested data scores for age and gender for each test. The scores then combine to create an overall Champions Fitness Assessment score for the child and award a Bronze, a Silver or Gold Champions Fitness award. Additionally, it can also be used as a useful tool to assess the fitness levels across the school and linked with goal setting in the fitness units.

Health

Champions Health assessment encompasses the three sub categories of health (Healthy mind, Health body and Personal and social) to formulate a total health score (Bronze, Silver or Gold). This straight-forward assessment can be generated by the teacher selecting whether they have achieved an age-related health statement or not, which then calculates a Bronze, a Silver or Gold Champions Health award.

Inclusion

Children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable).

The decision of whether a student is too poorly to take part in PE is made by the responsible adult leading the session after they have considered any information provided by parents/carers and how the child is presenting at the time.

Health and Safety

The safety of children in lessons is of paramount importance. It should be noted that, in the event of an emergency, phones are within a short distance of all PE lesson locations and First aid boxes are readily available. All PE staff are qualified in first aid.



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Timings

All children from EYFS to year 6 will receive a weekly two-hour slot of PE per week demonstrating the school's commitment to a quality PE Curriculum.

Role of the Coordinator

- The role of the PE Coordinator involves:
- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils can become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.

Teaching Methods

All lessons throughout the school are taught as class groups following the scheme of work. Lessons are normally taught by employed coaches who are supported by the class TA.