

PHYSICAL DEVELOPMENT POLICY

RATIONALE

The policy was formulated through consultation with members of management and staff in accordance with WAG guidelines: [Physical Education in the National Curriculum for Wales](#)

RELATED POLICIES

- Curriculum Policy.
- Health and Safety Policy.
- PSHE Outline Curriculum.
- Prevent Policy.

DEFINITIONS

Definition of Physical Development

Excellent Physical Development engages all children and young people in a wide range of experiences, activities, and disciplines which promote lifelong learning. It allows for progression and provides opportunities for children and young people to listen, think, create, investigate, and problem-solve. It plays a key role in supporting children and young people's mental, emotional, social and physical well-being. It should contain: competitive, collaborative and cooperative, group and individual, indoor, outdoor and aquatic, creative, adaptable and technical, high energy and relaxing activities. There should be opportunities for choice, negotiation and specialisation. It should provide a pathway to a lifelong participation in physical activity and sport.

The basic principles of excellent Physical Development are to:

- Focus on learning and thinking skills.
- Enable all children and young people, whatever their circumstances or ability, to take part in and enjoy Physical Development, physical activity and sport.
- Enable all children and young people to improve and achieve in line with their stage of development and potential.
- Promote children and young people's health, safety and wellbeing.

An excellent education programme will include **learning to move** (learning the skills, techniques and understanding required for participation in physical activities and sport) and **moving to learn** (physical activity as a context and means for learning).

Swansea College materials contain what students should learn and how we and they will know if they have succeeded.

Significant aspects of learning are in the experiences and outcomes:

- Physical competencies – balance, control, rhythm, timing, coordination, accuracy and kinaesthetic awareness.
- Cognitive skills – decision making, problem solving, processing information, analysing movements.
- Physical fitness – speed, strength [core stability], suppleness/flexibility and stamina/endurance.
- Personal qualities/skills - motivation, resilience, tolerance, determination, confidence, leadership and working with others.

Evidence of learners' progress will reflect the fact that experiences within Physical Development encompass regular practical work.

To make a positive impact on students' learning and achievement, an excellent Physical Development programme needs to:

- Have a clear plan that sets out steps towards meeting the Curriculum for Excellence vision and expectations for Physical Development.
- Recognise all that Physical Development can achieve for each child and young person and the whole school.
- Set high expectations of what each individual child and young person and the whole school can achieve in and through Physical Development and school sport.
- Share with children and young people what they are expected to achieve in a way that they can understand.
- Children and young people should be involved in the planning process.
- When planning, take prior learning within and beyond college into account.
- Identify the next steps in progression and communicate these to the children, young people and their parents/carers.
- Give each child and young person relevant learning activities and contexts that interest, challenge and motivate them.
- Provide opportunities for children and young people to analyse, evaluate, and create in lessons.
- Give children and young people time to think, reflect and make decisions and choices for themselves.
- Allow children and young people time to problem solve, while giving appropriate feedback and support to learning.
- Ensure that time, staff, equipment and resources are used in ways that keep children and young people engaged and learning.

Definition of Physical Activity

Physical Activity is a generic term referring to all bodily movement that uses energy. Physical activity may include planned activities such as sports or jogging, but it also includes other daily activities such as housework or gardening. It is recommended that adults accumulate at least 30 minutes and children accumulate at least 60 minutes of moderate physical activity most days of the week.

Definition of Sport and School Sport

Sport is both broad and inclusive. It includes planned physical activity, whether organised or casual, which is aimed at expressing or improving physical fitness and mental wellbeing, forming social relationships or obtaining results in competitions at any level.

School Sport is the planned learning that takes place across the learning community in the extended school curriculum. School Sport is accessible to all young people who wish to experience or compete irrespective of their ability. Through the leadership and support of teachers and volunteers, every young person will

have the opportunity for personal achievement through sport and help enhance the ethos and life of their school.

School Sport has the potential to develop and broaden learning that takes place in school Physical Development and also form a strong link with physical activity and sport within the local community.

Physical Development will be planned, facilitated and evaluated by Swansea College registered teachers and take place during timetabled school time with all learners participating.

Partners can make complimentary contributions to learning through their specialist expertise and knowledge, but it is the teacher who will be responsible for learners and learning.

AIMS AND OBJECTIVES

- To increase the physical activity levels of the whole college community through the provision of a supportive environment that encourages and enhances physical activity.
- To increase the level of awareness and understanding of the importance of regular physical activity for maintaining a healthy life.

STUDENTS

GCSE/One-year GCSE: Physical Development on Wednesday afternoon at the College is compulsory and attendance is recorded and monitored.

A Level: Physical Development on Wednesday afternoon at the College is optional and attendance is not monitored.

RESOURCES

Swansea College has an area suitable for physical activity. Please refer to the most recent Physical Development and Leisure Programme for details of the activities currently offered.

CURRICULUM

Students should develop their skills, knowledge and understanding of Physical Development through **health, fitness and well-being activities, and an activity, or activities, selected from at least one other area of experience.** Students should be taught the programme of study for each area of experience through specific activities selected by the school and students, spending enough time on any one activity to make progress in that activity. Students should understand the difference between the areas of experience, know what they are trying to achieve and how they are going to be judged in each activity, including their work in different roles. Across all of the areas of experience, students should engage in relevant and safe warm-up and cool-down.

PE lessons should involve:

- Feeling of improvement.
- A sense of accomplishment/achievement.
- Learning something new and wanting to learn more.
- Physical well-being.
- A feeling of independence.
- Wanting to perform well and with imagination and flair.

Health, fitness and well-being activities: activities that are non-competitive forms of exercise and chosen for what they contribute to general health, fitness goals and feelings of well-being.

Daily physical activity is an important goal for young people and opportunities for this to be achieved may be found not only in lessons, but also before and after school and during lunchtime. Finding activities that are enjoyable and sustainable is important if the goals of a healthy and active lifestyle are to be realised. Planning to increase participation in activity might include walking or cycling to school, joining a sports club, or swimming with the family and friends. By Key Stage 4, young people should know the type of experience they enjoy and could develop as a part of their active lifestyle; this might include a competitive, creative or adventurous activity, or one chosen specifically for its contribution to health, fitness and well-being.

Creative activities: activities that are composed or choreographed and are generally artistic and aesthetic in nature.

The use of compositional principles to enhance performance might include the development of spatial awareness; relationship with others such as working in unison or canon; motif or sequence development.

Work in creative activities might culminate in the production of a performance. Through their adoption of different roles such as leader, choreographer or performer, students could choose to develop these roles in their lessons and in planning for a performance.

Adventurous activities: activities that are underpinned by problem-solving and often have an outdoor living and learning focus.

Participation in outdoor activities provides opportunities to increase awareness of the natural environment and understand the importance of issues such as conservation and sustainable development. Adventurous activities may be pursued in curriculum time, after school, or as part of an out-of-hours residential experience in new and challenging environments away from the local area. Through their adoption of different roles such as leader, route planner or performer, students could choose to develop these roles in their Physical Development lessons, during other fieldwork activities and in planning for an activity or journey.

Competitive activities: activities that are learned for the purpose of competition between an individual, groups or team and others. The principles underpinning the application of these types of activity are generally strategic and tactical and involve competing against others.

A variety of activities should be chosen to teach the programme of study enabling students to learn the application of strategies and tactics. Through their adoption of different roles such as leader, official or performer, students could choose to develop these roles in their lessons and competitions.

SKILLS

Health, fitness and well-being activities

Students should be given opportunities to:

- Select, plan and engage in a variety of appropriate frequent and regular physical activities and explain how these affect their own health, fitness and well-being.
- Refine and apply more complex techniques in their chosen activities.
- Conduct safe, activity-specific warm-up and cool-down routines as appropriate, taking responsibility for their planning and execution.

- Plan, perform and evaluate a specific training, general exercise or active lifestyle programme appropriate to their individual needs and goals.
- Revise the plan effectively when necessary and be able to explain why amendments were made.

Creative activities

Students should be given opportunities to:

- Work collaboratively to refine, adapt and apply their techniques and skills and develop more complex movement patterns, e.g. containing more elements or larger groups, adapting from floor to pool or trampoline, developing different dance styles and stimuli.
- Communicate ideas through more complex and elaborate work.
- Prepare for taking part in a performance through practice and helping to plan its organisation.
- Adopt different roles in their chosen activity.
- Communicate ideas and information coherently and consistently.
- Vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work.

Adventurous activities

Students should be given opportunities to:

- Work collaboratively to refine and adapt their techniques and skills, and apply them safely in increasingly challenging situations, *e.g. more difficult terrain, climbs or water conditions.*
- Prepare for, undertake and review a challenging activity safely, where possible in an unfamiliar environment.
- Take responsibility for themselves, others and the learning environment.
- Describe gaps in skills, knowledge and understanding.
- Analyse the different options available in the challenge activity.
- Analyse the strategies used and alternative strategies that might be available.
- Revise the plan effectively when necessary.
- Adopt different roles in their chosen activity.

Competitive activities

Students should be given opportunities to:

- Work collaboratively to refine and adapt previously learned techniques, skills, strategies and tactics and apply them in new situations, *e.g. A different activity; with larger numbers; a different playing surface or changed equipment.*
- Explain why chosen skills, strategies and tactics have been selected and identify possible problems.
- Determine a range of success criteria for the skills, strategies and tactics.
- Apply the rules of competition, *e.g. relating to structure, equality, protection and conduct.*
- Prepare for taking part in a competitive sports event through training, practice and helping to plan its organisation using appropriate ICT to improve the impact of their work.
- Adopt different roles in their chosen activity.

EXTRA CURRICULAR AND CROSS CURRICULAR

We aim to promote PD through a range of other areas. These non-exhaustive examples include:

- Maths: timing, measuring and data handling (Use of ipad / tablet to record data).
- ICT: as with mathematics, with possible use of the word processor, Researching information about sports techniques, rules and personalities.
- Literacy: all areas with, for example, looking at rules and instructions to sports and games, writing recounts and reports, devising own rules.
- Science and PSHE: health, exercise, hygiene, heartbeat rate.

- PSHE and Academic Literacy: Investigating historical sporting events and inspirational sporting icons.

Coaches, teachers and any other members of the school community involved in the school physical activity program are encouraged to establish closer cooperative links with sport, recreation and community organisations by liaising with community groups and integrating their Physical Development and sport program with those of local sport and recreation organisations.

Delivery

PD takes place on Wednesday or Friday afternoons for up to 2 hours depending on activity.

Differentiation

As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self-confidence in their abilities within PD is crucial, and teachers must be sensitive to the range of demands, which may be made. Differentiated learning tasks must be identified in short-term planning.

Teachers decide on student groupings for PD. These may be sometimes by ability, behaviour and or friendship. Children knowing their 'PD groups' help the organisation of lessons, particularly in small group games and dance and gymnastics compositional work.

HEALTH AND SAFETY

Please refer to the college's health and safety policy and risk assessment folder.

Use of any external personnel including sports coaches and volunteers will be in line with the college policy on safer recruitment including DBS checks.

DEVELOPMENT TARGETS

Our top 5 realistic physical activity development targets:

1. Encourage more students to participate in physical activities outside curricular time, both inside and outside school.
2. Work towards ensuring all students have 2 hours high quality physical activity per week.
3. Raise the status of physical activity by celebrating achievements and recognising participation.
4. Target student self-esteem and confidence through physical activities by offering vigorous based activities that promote a healthy lifestyle, which in turn may improve student self-esteem.
5. Integrate our Physical Development programme with our PSHE course.

MONITORING AND EVALUATION

The physical activity policy co-ordinator will have lead responsibility for the monitoring of physical activity in the school. A range of measures will be used to evaluate impact of the policy in line with the above mentioned objectives including participation data collected as part of our self-evaluation procedures.

THE ROLE OF PARENTS / HOMESTAY PROVIDERS

Parents / Carers should:

- Work with the school to ensure that children and young people participate in all Physical Development activities and encourage participation in activities and sports.
- Provide suitable clothing for their children to take part in Physical Development activities indoors and outdoors.
- Adhere to health and safety advice and be aware of the risk to students and others.

THE ROLE OF THE TEACHERS

Teachers and Physical Development Specialists will:

- Reflect on their practice and the college provision in light of the definitions of Physical Development, physical activity and sport.
- Risks assess areas and activities in Physical Development in order to provide a safe working environment for students.
- Have the highest expectations of all students and provide a programme based on the policy statement that meets the needs of all students.
- Provide excellent Physical Development based on current practice and research.

THE ROLE OF SWANSEA COLLEGE

Swansea College will:

- Promote, support and ensure delivery of Physical Development in the college; this will include ensuring that appropriate staff members, including Physical Development specialists, take account of the advice contained in the authority's Physical Development policy as well as that contained within national guidance and other authority policies.
- Ensure that the resources needed to enable students to participate in a two hour [primary] and two periods [secondary] Physical Development programme every week all year are available for this purpose.
- Provide leadership and direction to staff and students by ensuring that appropriate staff are involved in CPD opportunities to improve their knowledge and practice in Physical Development.
- Facilitate partnership working between schools, active schools, sport development and other relevant agencies to enable and encourage students to pursue lifelong activities.
- Reflect on their practice and the school's provision in the light of the definitions of Physical Development, physical activity and sport.