



# The Southfield Trust

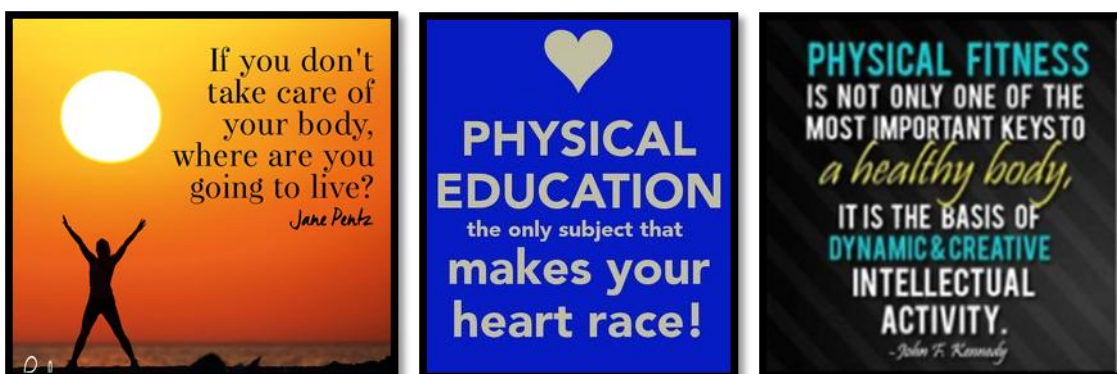
---

## The Lindfield School Curriculum Policy for Physical Education

---

*The Lindfield School strives to provide a positive, safe and caring community where students are happy, confident and successful. We recognise and respect each student as an individual, celebrate their successes, raise their self-esteem and prepare them for their future by building on their strengths.*

*We aim to develop students' independence and empower them to become responsible young adults with the ambition to be lifelong achievers.*



## Core Values of the Lindfield School

To give students the skills to:

- pursue a love of learning into adult life
- communicate confidently and effectively
- develop their independence in order to succeed in adult life
- form and maintain appropriate positive relationships
- promote their own physical and emotional health & well-being

## Subject Aims

The ultimate aim of our Physical Education program is to provide students with the skills necessary to live healthy, active lifestyles. Regular involvement in physical activity has been proven to increase academic performance, raise self-esteem, reduce the risk of life threatening disease and produce a positive impact on the social and emotional well-being of an individual.

Our Physical Education program is a well organised, sequential program that will allow the students to develop the skills necessary to participate in a variety of different sporting activities. Students will progress in a variety of units such as Net Games, Team Sports, Golf, Parkour & Gymnastics, Striking & Fielding Games and Athletics. Emphasis is on the skills necessary to participate in team sports-including kinaesthetic and traditional sports skills as well as learning the rules and regulations of the various sports' activities. These skills are presented through cooperative activities which foster the students' ability to be a positive member of a team.

Our goal is to create an array of enjoyable, challenging, and meaningful activities that will provide the building blocks necessary to prepare them for healthy active lives.

We believe Physical Education helps to develop thinking, selecting and applying skills, which are important for progression across the whole of the curriculum. We encourage our students to choose to adopt a healthier lifestyle and develop a positive attitude towards sport.

The Lindfield school believes that Physical Education experienced in a safe and supportive environment makes a vital and unique contribution to a student's physical and emotional health, development and well-being.

## Outline of Curriculum

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Invasion Games (Football, Dodge ball & Tag Rugby)	Net Games (Tennis & Table Tennis)	Parkour	Striking & Fielding (Cricket)	Athletics	Target Games (Golf & Boccia)
8	Invasion Games (Basketball & Hockey)	Net Games (Volleyball & Table Tennis)	Parkour	Striking & Fielding (Rounder's)	Athletics	Target Games (Golf & Boccia)
9	Invasion Games (Football, Dodge ball & Tag Rugby)	Net Games (Tennis & Table Tennis)	Parkour	Striking & Fielding (Cricket)	Athletics	Target Games (Golf & Boccia)
10	Invasion Games (Basketball & Hockey)	Net Games (Volleyball & Table Tennis)	Parkour	Striking & Fielding (Rounder's)	Athletics	Target Games (Golf & Boccia)
11	<b>OCR Entry Level &amp; Sports Leaders</b>					

### Gymnastics/ Parkour

- to refine and increase their range of gymnastic actions to include more complex agilities
- to understand those factors which influence quality in gymnastics performance including extension, body tension and clarity of shape
- to select actions and perform sequences individually, with a partner and in a group

### Games

- to continue to practice basic games skills, apply them to modified games and use them appropriately in specific games
- to extend the skills and principles learned in earlier years, developing techniques, tactics and strategies that are specific to each game
- to experience a variety of games – invasion, net/wall and striking/fielding games observing etiquette, rules/laws of the game
- all practices, games, rules/laws and participation will be adapted when necessary for the inclusion of students

### Athletics

- to learn techniques and skills which are specific to the events undertaken
- to be challenged as individuals to improve speed, strength, stamina and flexibility in performing the different events
- to experience the effects of taking part in a sustained event compared with those of a more explosive nature

## Swimming

- to swim 2 recognised strokes 1 on the back, 1 on the front
- to increase the number of strokes swum
- to improve and maintain style in the different strokes
- to swim more confidently and improve on distances and times in the different strokes
- to demonstrate a number of survival skills, some synchronized swimming and play a game



## Net Games

- to experience a range of different net games
- to learn techniques and skills which are specific to the particular game
- all practices, games, rules/laws and participation will be adapted when necessary for the inclusion of students

## Curriculum links

The P.E. programmes of study which offer 6 areas of activity, all lend themselves to links with a wide range of subjects:

- Fitness and a Healthy Lifestyle – Science
- Leisure Activities, Sport in the Community, Charity Events and Social Integration – PSHE
- Dance – English/Expressive language
- Dance, Gymnastics – Art
- Athletics/Sporting Activities, Olympic Games – History
- Sporting Competitions around the World – Geography

Throughout the year specific programmes are organised by the P.E. department which identify and timetable for cross curricular themes:

- School/class walks
- Healthy Exercise unit
- Activities week
- Sports Festivals at Brighton University and the Olympus Leisure Centre, Burgess Hill

Throughout the teaching programme opportunities to express and share relevant information, practical experience and specific skills will be acknowledged.

## **Teaching & Learning**

**Teaching** should help students to:

- experience a variety of opportunities in a range of activities which will involve them in regular exercise
- acquire and develop skills, selecting them and applying appropriately for specific activities.
- have an understanding of tactics and strategies and implement them in team games with a positive attitude and team spirit.
- share in compositional ideas for task and dramatic performance.
- acquire knowledge and understanding of purposeful physical activity and health.
- develop an understanding on the social, moral and aesthetic aspects of the activity.
- recognise the psychological side of P.E. and respect the opportunity which it gives to channel their emotions and feelings, empathy, tolerance etc.
- feel confident in participating in physical and sporting activities in the community.

All students will be encouraged to learn appropriate language for specific P.E. activities which will enable them to contribute to discussion, planning and evaluating theirs and others performance

## **Assessment, Marking & Feedback**

Opportunities are given for students to evaluate their performance, in order to improve and enjoy success. The assessment in P.E. is an integral part of teaching. It allows teachers to identify what has been learnt and to maintain student's progress. All students are assessed through a continuous process during the scheme of work evaluations of the unit inform future planning.

In line with the Assessment Policy, the level descriptions will provide the basis for making judgements about student's performance at the end of the Key Stage. A written report is shared with parents at the end of each year.

## **Equality & diversity within the subject**

We aim to provide an equal opportunities curriculum in which no student is discriminated against as a consequence of ethnicity, social background, and special needs, in line with our equality and diversity policies.

The diverse needs of the students will be met by the setting of differentiating class, equipment, use of space, organization and teaching staff.

The school is able to offer adapted sports to all students – Boccia, New Age Kurling, Tri-Golf.

All students will have an opportunity to take part in the same physical activities and games irrespective of gender.

The students who are identified as having specific movement, mobility or co-ordination weaknesses will be supported with a Physical Motor Programme.

## **Links to SMCS**

### ***Spiritual***

*Awe and wonder at sporting achievements, development of self*

### ***Moral***

*Rules of games, fairness, raising money for charity through sponsored sporting events*

### ***Social***

*Team work, fair play, meeting peers from other schools*

### ***Cultural***

*Games from around the world*

## Links to Children's Rights

**Article 13** (freedom of expression): *Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.*

**Article 15** (freedom of association): *Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*

**Article 23** (children with a disability): *A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.*

**Article 29** (goals of education): *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

**Article 31** (leisure, play and culture): *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

## Links to investors in Careers

- OCR Physical Education Entry Level with focuses on Employability Skills.
- Sports Leaders with focuses on Employability Skills.
- Careers week: careers in sport focus.
- Visits to Higher Education & Universities.

## Links to LOtC

- Sports fixtures versus other schools.
- Sports tournaments at various venues.
- Visits to Higher Education/Universities e.g. inclusive sports tournaments
- Albion in the Community links.
- Use of various outside sports facilities (Golf, Tennis, Football & Sports Centres).
- Visits to Brighton's American Express Stadium.
- Sports Day at specialised sports facility.
- Swimming at Ocklynge swimming pool.
- Inter House & UNICEF sports competitions.
- Sporting links with Hailsham Community College.