

SPECIALIST EDUCATION SERVICES

Physical Education Policy and Practice

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1 RATIONALE

This document should be read in conjunction with the Curriculum Statement, which outlines specific issues underpinning the curriculum approach at SES.

The very nature and purpose of the holistic provision at our establishments means that the focus is always on the 'whole child'. This is amplified in the range of documentation, policy and practice that reflects our philosophy of '24hr' learning, coupled with our "no limits' positive psychology.

The intensity of work in this respect, with both the child and where possible, family, is beyond what any child in a mainstream setting, and in many other specialist settings, would experience because of the very purpose and nature of practice at SES.

This document sets out the policy and principles that underpin the whole process of learning across the twenty-four hour learning experience available.

2. CURRICULUM INTENT

A high-quality physical education curriculum inspires all students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for students to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Physical Education is an important part of the whole curriculum provided for young people. It has a key role in:

- developing children's enjoyment, confidence, and skill in physical activity and introducing them to the pleasures of sport.
- giving all children, irrespective of age or ability opportunities for participation, enjoyment and success.
- promoting personal, social, intellectual and physical skills.
- fostering co-operation, tolerance and self-esteem.
- promoting an enjoyment in taking exercise that will, hopefully, be continued into adulthood as part of a healthy lifestyle.

"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

Physical Education contributes to the curriculum in other areas:

- through movement studies and outdoor pursuits, it offers creative and aesthetic experiences.
- in developing acceptable patterns of social behaviour through decision making, organisation, working as part of a team and opportunities to develop leadership skills.

- the structure and function of the body as experienced in physical activities can be linked to and expanded by other curriculum areas.
- In providing data on actual and real performance experienced by the young person making data logging and data handling more meaningful and enjoyable.

The aims and objectives of the SES PE curriculum are commensurate with those described in the National Curriculum. Reference should also be made to 'Safe Practice in Physical Education' (BAALPE) and where relevant, National Governing Body guidance.

Many of the students coming to our establishments may well have had difficult experiences with Physical Education, either in the way it has been taught or in the way they have received the teaching. Their low self esteem and poor self image as learners, coupled with their learned avoidance behaviours often used for self protection against the risk of failure, mean that they may never have experienced the excitement and satisfaction of success in Physical Education.

Our aim is to provide experiences that will improve the child's self esteem allowing them to develop confidence and at the same time enjoy success in areas of endeavour specific to the subject.

Physical Education is a gateway to learning much about self-motivation, endeavour, challenge and success.

"Negative thoughts lead to a negative performance; the connection is as straightforward as that. The solution is to focus on the race... keep the concentration as unbroken as possible and try to change negative thoughts into positive ones."

Sally Gunnell, Olympic gold medalist

Therefore, the intent of our Physical Education curriculum is to:

Fitness

- To improve each student's physical well being.
- To develop strength, mobility, endurance.

Health

- To contribute to the school's overall health programme.
- To develop an appreciation of the value of physical activity and its relationship to a healthy life.
- To develop safety awareness, particularly that of water safety.
- To gain an understanding and application of basic principles of hygiene.
- To understand the dangers of periods of exposure to the sun

Knowledge and Skill Development

- To provide a programme that supports the development of a range of motor and social skills in a wide range of practical activities.
- To develop relevant skills, knowledge and understanding for future vocation/leisure participation in sport, recreation and dance.

Understanding

- To acquire knowledge through practical participation and theoretical content.
- To acquire knowledge and experience of a wide range of activities.
- To understand and appreciate the importance of valuing the contributions of others, whatever their level of ability or social and cultural background.
- To recognise, understand, appreciate and comment on good and bad performance.
- To appreciate the importance of fair play and abiding by the rules and codes of conduct in all activities.

Enjoyment

- Through a well-structured and suitable programme to provide opportunities for students to experience variety, progression, satisfaction and success.
- To present the programme in as interesting a way as possible.

Participation

- To achieve maximum high quality participation from all students.
- To ensure that all children regardless of age or ability have equal access to the curriculum
- To provide a range of activities at various levels.
- To provide opportunities to take part effectively on their own, with partners and in groups, both in competitive and co-operative situations.
- To provide opportunities for children to select practise and improve, to set their own goals and make sensible decisions about their participation in physical activity - which activity, and at which level.

Social Development

- To promote the interaction of students within both individual and group activities.
- To programme for co-operation, conflict, competition and tolerance.
- To promote respect of the individual, group and property.
- To encourage involvement in activities which are socially valued, worthwhile and contribute to young people's development into responsible and sensitive adults.

Expressive and Creative Work

- To programme for opportunities for individual experimentation.

3 THE IMPLEMENTATION OF PHYSICAL EDUCATION

3.1 PLANNING FOR PE EXPERIENCES

The teaching of PE provides opportunities for students to experience and explore PE in a variety of contexts.

PE schemes of learning are highly personalised and derived from our underpinning PE knowledge sequences, in order to support them in future pathways.

Our PE knowledge sequences are guided by the National Curriculum Framework for PE. As a non-core subject, it is arranged in steps from 1- 9. Age related expectations are indicated on the knowledge sequence. Each step is equivalent to the corresponding year group, e.g. step 3 is year 3.

The knowledge sequences for PE have the following outline:

Head

- Knowledge, understanding, analysis, feedback, responsibility and rules

Heart

- Communication, leadership, respect, resilience, effort and confidence

Hands

- Physical ability, fitness levels, competitive technique, tactics and problem solving

The students personalised PE pathway builds on their previous learning, and knowledge is strengthened, broadened and deepened over time. This approach allows teachers to identify gaps in learning and provide opportunities that will allow them to recover and catch up over time.

Each scheme of learning provides the planning, including knowledge and objectives, for a unit of learning. A scheme of learning will relate to the SES knowledge sequence, as well as, where applicable, to the requirements of any examination syllabus chosen in KS4. They are intrinsically flexible; it is useful to use a variety of approaches and teaching strategies covering the same core unit to develop a variety of skills.

A scheme of learning may be designed to be revisited as many times as is judged necessary across all year groups and key stages. Schemes of learning are designed primarily to be enjoyable, to offer the chance of success, to enrich and enthuse the experience of each individual and to offer the opportunity of development across the experience of PE.

As is clearly stated throughout other documentation we do not set limits on achievement, or in facilitating the discovery of gifts talents and passions, which in themselves may become the vehicles for high achievement and increasing self worth.

In this sense Physical Education offers a huge range of possibilities and our low numbers of students and high staff student ratio allow us to provide very focused individual programmes. The numbers in each group of students during the 'school

day', in residence and at other times, will be much smaller than those in a mainstream school environment. This has both advantages and disadvantages. Clearly access to highly specialised one to one teaching through our own staff or through bought in coaches with National Governing Body Awards is easier for us to achieve.

On the other hand, regular access to invasion team games with a timetabled group of school peers provides more of a challenge but can be creatively planned for.

The programmes over time will focus on the acquisition of general skills that may be applied to a variety of different games and activities as well as work on specific skills within a particular activity. Individual practices and programmes, as well as the use of small sided team games/activities, is used to encourage maximum participation.

3.1.1 Outdoor and Adventurous Activities

Outdoor education is a key area of experience within the physical education programme. At SES there is a recognition of that the development of a persons understanding of their relationship with the wider social and natural environment has a powerful impact upon self-confidence, the development of which is a high priority for our children. The following should be considered as a working definition of outdoor education at our establishments.

“Any activity which takes place in an outdoor environment that provides potentially challenging activities or situations primarily aimed at developing confidence, self-esteem, skills and appropriate interpersonal and group relationships. Some of these activities may require additional specialist leadership skills, knowledge and equipment.”

3.1.2 Swimming

We strive to ensure that any student admitted to our establishments is taught to swim as a matter of priority. This policy should also be read in conjunction with the SES Educational, Social and Leisure Visits Policy and Practice, which outlines the importance of planning and risk assessing for swimming ability and water confidence.

3.1.3 Representation

We will ensure over time that students are given opportunities to represent themselves in competitive and cooperative situations both as individuals and as part of a team.

3.2 TEACHING AND LEARNING STYLES

PE teaching lends itself to different learning and teaching styles, visual, kinaesthetic and auditory. All good PE teaching should have a blend of verbal instruction and explanation, supported by visual demonstration.

Breaking tasks, skills and techniques down into a “whole-part-whole” sequence reinforces kinaesthetic learning and combines visual and verbal feedback, with incremental progression as a principle of good practice.

Mosston’s Spectrum also describes a range of teaching and learning styles in PE:

Style A	Command	- teacher makes all decisions
Style B	Practice	- Students carry out teacher-prescribed tasks
Style C	Reciprocal	- Students work in pairs: one performs, the other provides feedback
Style D	Self-check	- Students assess their own performance against criteria
Style E	Inclusion	- Teacher planned. Student monitors own work.
Style F	Guided Discovery	- Students solve teacher set movement problems with assistance
Style G	Divergent	- Students solve problems without assistance from the teacher
Style H	Individual	- Teacher determines content. Student plans the programme.
Style I	Learner Initiated	- Student plans own programme. Teacher is advisor.
Style J	Self Teaching	- Student takes full responsibility for the learning process.

Guidance

Guidance is required in the process of transmitting information about a skill to the learner. The form this guidance takes can be either visual, verbal or manual. A combination of all of these forms of guidance are usually most successful.

Visual Guidance

This is the use of a demonstration to help guide the performer to form a mental picture and reproduce the movement. The demonstration, or model, must be as perfect as possible and must be realistic. Forms of demonstration other than live models can be used, for example photos, diagrams (although very static) and video. The display can also be enhanced by increasing the visual stimulus, for example placing targets on the court.

Verbal Guidance

This is thought to be the least useful style of guidance when used in isolation. It is most often used in conjunction with visual guidance. The teacher provides cues for the athlete to remind them of parts of the skill, for example, saying "keep your eyes on the ball" to a batter, just before a ball is bowled in rounders. It is important to consider, when using verbal guidance, if the performer understands what is being said, if they can remember the information being given and if they can translate this into an action.

Manual Guidance

Manual guidance can come from another person or an object to help the performer learn a movement whilst building confidence and getting a sense of how it should feel. Examples of guidance are a teacher moving a student's arms through the required motion for a tennis shot, and using armbands or a float when learning to swim. The kind of guidance where the teacher guides the student through a movement is known as forced response. This is useful to give the player a feel for the movement although if it is used continuously, they may become dependent on it or lose motivation.

3.3 EQUAL OPPORTUNITIES

SES is committed to ensuring that all students are treated with equality of regard.

This will involve:

- Providing equality of opportunity in the PE curriculum in an attempt to maximise the potential of each individual student.
- Treating as of equal value the different needs, interests and abilities of individual students.
- Through their experiences within PE students should have respect for others and the idea that all should be treated as equals.

In pursuing this policy with regard to individual students, there are four categories of difference between groups of students, in which it is generally acknowledged that 'treatment as equals' may be problematic and for which it is therefore important to have specific policies. These are:

- Racial/Cultural differences
- Social class differences
- Ability differences
- Gender differences.

3.3.1 Racial/Cultural Differences

It is vital that staff avoid any racial bias or stereotyping with respect to the particular individuals who are from ethnic-minority backgrounds and that they are alert to and willing to challenge any such discrimination or stereotyping by students.

3.3.2 Gender Differences

Equal opportunities in terms of participation are carefully considered, however, issues of prejudiced attitudes and stereotyping towards the opposite sex can be in existence and can potentially be magnified in our environments, especially given the contextual background and past experiences of our young people.

Staff should therefore be aware of this and should be willing to challenge any such discrimination or stereotyping by students. Furthermore such risks can be mitigated through planned teaching strategies.

Equally staff should refer to sportswomen as well as sportsmen when illustrating examples of quality performance.

3.3.3 Social Class Differences

Staff should be aware of making assumptions about student's levels of knowledge and opportunities for acquisition of knowledge, or for practising skills that invariably have a bearing on rate of progress, whatever their background.

3.3.4 Ability Differences

SES establishments are resourced such that students receive a highly individualised curriculum based on their Portfolio of Achievement and Needs. Implicit in this is a response to differing levels of ability.

It is also important that protected characteristics as defined in the SES Equality and Diversity Policy are considered when planning and implementing teaching practice to ensure equal opportunities. This policy should therefore be read in conjunction with the SES Equality and Diversity Policy and Practice document and the DfE guidance around our equality duty.

3.4 PE AS A CROSS CURRICULAR SUBJECT

Physical education provides experiences that often encompass several subject areas. At each establishments, cross-curricular links, with a strong physical education element, are actively pursued as part of a child's overall curriculum experience. Examples include: mapwork and orienteering activities, health and fitness with the development of investigative scientific skills, nutrition and diet, etc.

Cross-curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society.

3.4.1 The Extended 24 Hr Curriculum

Owing to their configuration, SES establishments have the opportunity to deliver an extended curriculum over and beyond that that would normally be delivered during the academic school day. At SES 24hr learning is regarded as an integral factor in achieving the Aims and Objectives as laid out in this document.

3.5 PROGRESSION IN PE

To ensure students make progress in PE as they move through the key stages, teaching should provide opportunities for students to progress:

- from early movement explorations to acquiring and developing a range of skills that show improved control and coordination, and then to refining and extending these skills and being able to perform them with some accuracy, consistency and fluency

- from the simple selection and application of skills in a series or in combination to the planning and use of more complex sequences, games strategies and compositional principles
- from being able to describe what they see being performed to making simple evaluations of performance and being able to use this information to improve the quality of their work
- from knowing that exercise makes them hot or out of breath to developing an understanding of why activity might be good for them and how important it is to their general health and wellbeing, and how different types of fitness affect their performance.

These broad indicators of progression can be described under four aspects:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health.

These aspects are closely interlinked. For example, the evaluating and improving of performance should take into account the relationship between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health. The quality of a performance and the selection of skills, tactics and compositional ideas are affected by the range and level of skill, the type and degree of fitness, and the understanding of the concept of the activity.

3.6 DIFFERENTIATION

Students at our establishments will clearly differ in ability and teaching should take account of this by providing a range of learning situations and approaches. In addition the philosophy of SES is such that personalised learning is a cornerstone.

Differentiation is a process not a single event. This process involves recognising the variety of individual needs within a group, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual students.

PE provides wide opportunities for differentiation by:

- Input
- Resource
- Task
- Support
- Outcome
- Response and Outcome

In planning for our students, the following factors should be considered:

- Activities should build on what our students already know and can do
- Our students need immediate and regular encouragement, praise and reward
- The activities should be broad enough to allow scope for development and not prevent more able students from extending their learning

- The work should be pitched at the age, maturity and ability of the group and or individual
- Tasks should be differentiated according to individual student needs
- Consider the balance between group activities and individual differentiated tasks for specific students

To achieve this, clear attention should be given to the following:

- A range of appropriate equipment
- Using a variety of teaching methods to elicit a particular response
- Organising the class in different ways appropriate to particular aims
- Setting open-ended tasks so that students can respond at their level
- Issuing different 'challenges' to different students
- Providing extension work for students with greater ability
- Allowing time for individual diagnosis, teaching and feedback.

The method of assessment and reporting should provide feedback that is appropriate to students of differing abilities. It should aid their future learning by providing knowledge but should also give them support and encouragement. More specifically, the teacher should consider:

- Resources reading levels and ease of use
- Availability of a range of media/software
- Availability of a range of support equipment
- Where ICT is being used, simplified software guides and concept keyboards
- Provision of a variety of tasks to cover the main content area
- Take account of time available to support individuals/group
- Other adult/student support
- Student/student support e.g. pairing
- Various ways of praising achievement

3.7 ASSESSMENT AND RECORDING

Assessment is part of an ongoing process that informs future planning and subsequent learning. All assessments should take account of:

- Knowledge, skills and understanding acquired
- The contexts of the activity
- The purpose of the activity

Effective formative and summative assessment:

- is embedded in planning, teaching and learning
- requires a shared understanding of learning objectives and success criteria between teacher and learner
- draws on evidence of learners' achievement and progress from a wide range of contexts within and beyond the classroom
- values information that teachers retain in their heads, as well as concrete evidence produced by learners
- is based on evidence generated in the course of continuous teaching and learning, engagement with learners through observation, discussion,

- questioning, and review and analysis of work
- helps to shape and refine future teaching and learning, and to personalise the experience of individual learners
- provides the basis for discussions with learners themselves, their parents/carers and with other professionals about their strengths, areas for development and future learning targets
- is the foundation upon which periodic assessment can be based
- recognises and celebrates learners' progress in the light of their previous performance and motivates them to improve further
- promotes independence and self-motivation
- develops the capacity for peer and self-assessment among learners.

Assessment is a continuous process and testing and accreditation are built in at various stages of a student's development.

Any system of evaluation and assessment should:

- Identify what has been taught and learnt
- Monitor students' progress in each
- Monitor students' progress in cross-curricular elements
- Establish students' needs as a basis for further planning and teaching.

Student involvement in the assessment and evaluation process is critical.

Evidence can be gleaned from:

- Observing
- Questioning and listening
- Discussion
- Written work, audio and video tape recording, drawings, charts, etc.
- Specific assessments tied to curriculum materials.

3.7.1 The Evaluation of Students Work

Teachers' responses to students' work should be positive, encouraging, sympathetic, honest and appropriate. Evaluation should be completed in a pragmatic way, as appropriate to the needs of the student and whenever possible completed in their presence. Further areas of study can then be negotiated with the student.

- Students should be made aware of the assessment criteria being employed, particularly before tackling new situations and subsequently when evaluating work
- Students should, as a result of the interaction, be aware of the next steps in their learning
- It is sometimes useful for students to respond to each others work

3.7.2 Record Keeping

Records are kept in the form of long term planning (Curriculum Overview), Medium Term Planning (unit objectives) and short term planning (detailed planning of learning episodes). A record of progress is evident in the on-

going feedback (verbal and written) between adult and pupil. Where appropriate an evidence base is collated for an episode of learning this can take various forms e.g. files, exercise books, scrap books, digital media files.

3.7.3 Individual Programmes

- The Portfolio of Achievement and Needs of each student will inform the global priority targets to be addressed for the child.
- More detailed educational objectives will be identified by Learning Centre staff and students, and negotiated targets reached.
- Targets set will be specific, measurable, attainable, realistic and time related.
- Targets will always be compatible with the requirements of the National Curriculum and/or Portfolio of Achievement and Needs

3.8 EQUIPMENT AND KIT

It is policy that equipment is checked regularly. Staff should make visual checks before and after lessons or activities. Much of the PE equipment has dual use in the sense that it is used during activities as well as lessons; therefore it is the responsibility of all staff to check and maintain its good order. Certain equipment may be subject to contracted annual checks. Young people will be supported in arriving at sessions with their own PE kit.

3.9 HEALTH AND SAFETY

Nowhere in school life is the need for safe practice greater than in PE. PE is by its very nature a challenge to growing children, setting goals which in order to be met demand a mixture of skill, fitness and personal judgement - the risk of accident and injury is ever-present.

With the above statement in mind the SES policy is:

Staffing

- Under common law the PE staff are expected to act in loco parentis whether the activity takes place in or outside the curriculum.
- PE staff should plan appropriate lessons taking into account facilities, equipment, special needs and expertise.
- Any helpers (teaching assistants/care staff/other teachers) should be given prior information about the nature of the activity, what is expected of them and the limits of their involvement.
- Anyone teaching hazardous sports should be qualified and experienced in their inherent dangers.
- Staff should familiarise themselves with BAALPE Safe Practice book where advice on specific supervision in activities can be sought.
- All staff involved in the teaching of PE should consider joining a teachers' union that offers legal help and advice to its members.

Students

- Students should know what is expected of them - discipline is vital to safety.

- Safety rules for individual sports must be taught and adhered to.
- Any pupil not able to respect their safety or the safety of others should be dealt with immediately.
- Special needs of individual students should be recorded and known to all staff teaching the subject.
- The teacher is responsible for ensuring that all the required inhalers for asthmatics in the teaching group are located at the situation of activity of the lesson. NB - during cross country/orienteering when children can become relatively isolated and out of view, asthmatics should carry their own inhalers.
- Students doing Cross Country or similar events should be counted before and after the activity.

Environment

- This must be visually checked before the activity is started.
- Special attention must be given to:
 - a Playing surfaces {moisture, broken glass}
 - b Fencing
 - c Polished floor
 - d Lighting
 - e Weather conditions

If in any doubt, staff should seek the advice of the lead teacher for PE or the Head of Education.

Equipment

- An integral part of lessons should be about fostering a culture of care and respect for equipment. Students' involvement in the getting out and putting away of equipment is crucial to this learning process.
- This should, from the beginning, be handled by students to familiarise themselves with lifting techniques and safe practice. (Supervision by staff is vital).
- Any defects should be reported immediately to the Head of Education. Faulty equipment must not be used. If in doubt stop and get advice.
- Appropriate use of equipment is vital to safety and staff and students must be familiar with its uses e.g. thickness of landing areas for different agilities are clearly defined in the BAALPE handbook.

ALL STAFF SHOULD MAKE THEMSELVES FAMILIAR WITH SAFE PRACTICE IN PHYSICAL EDUCATION (BAALPE)

First Aid

Accident prevention is always a PE teacher's first safety consideration, but in emergencies the same teacher should be able to care for the injured person without causing further complications.

- In minor accidents, first aid boxes located the establishment should be utilised.
- In the event of more serious accidents an adult or responsible pupil will be delegated to ring for assistance.

- The member of staff will make the injured pupil as comfortable as possible until help arrives. Other students in the group should be taken to the house once backup help arrives.
- Report the accident on an accident form; (available at main office). Ask students who saw the accident to give their accounts on paper.
- Check parents/guardians/placing authority have been informed of the accident, especially if the pupil has been sent to hospital.

3.10 EVIDENCE FOR LEARNING

Every student has a unique and personalised learning journey that is based on their individual needs and starting point. Evidence of Learning enables Learning Centre staff to capture and create a rich, comprehensive picture and narrative that details learning and progress for each student. The subject knowledge sequences are available to track and record professional judgements on progress, alongside the students personalised EHCP and LCEP outcomes, and broader PAN targets

4 **IMPACT**

PE gives students the opportunity to participate and achieve in a range of activities as performers, officials and leaders. It provides a strong link to physical activities, sport and dance opportunities they take up in extra-curricular activities and in the community. Team games and challenges provide a platform for co-operation amongst group(s) of people and built into the human psyche is the enjoyment of working as part of a team towards common goals.

Similarly there is strong research evidence that links physical activity with the release of natural body endorphins and that regular physical activity improves concentration.

For some students, achievement in physical education will be the pursuit of excellence and becoming 'the best' in their sport or chosen activity. Success for others will be in their involvement in physical activity for its own sake and for the benefits to their health and wellbeing.

PE gives students an understanding of the important role physical activity plays in a balanced, healthy life. By experiencing a range of activities and developing their skills, competence and confidence, students can make informed choices about how they want to get involved in physical activity both at school and in the community.

A high-quality PE programme helps students appreciate the positive effect physical activity can have on their overall feeling of wellbeing. They come to regard it as a vital ingredient in their lives and choose to be physically active on a daily basis. They learn that being active can have a positive impact on stress, anxiety and depression, can increase social opportunities and, when combined with a balanced diet, can lead to better maintenance of a healthy weight and a better overall feeling of wellbeing. All people need a balance between work and leisure. Building a love of sport and physical activity provide 'vehicles' on which people can build a work life balance in later life.

There are links between work life balance and performance at work. Increasing national and world wealth mean that there are more jobs than ever in the sport and

leisure industry. A love of exercise and capability to travel under our own steam, by bike, walk or run can have economic benefits in terms of savings compared with public transport and the use of a car.

PE gives students the knowledge, skills and understanding they need to participate safely and effectively both as individuals and when working in groups and teams. They learn how to create safe environments and how to use safe working practices. This includes such things as wearing appropriate kit, warming up safely and effectively, lifting and carrying safely and ensuring that they and others are safe.

Students learn about the risks associated with different activities and how to mitigate those risks while still providing challenge and excitement. They learn how to be alert to changing risks and become safety conscious in all that they do without being fearful of attempting more challenging activities.

PE provides many opportunities for students to get involved positively in the life of the school and in the wider community. Students gain the confidence to develop their skills and specialisms outside school by joining local clubs. They may also do voluntary work at school and within the local community, assisting in clubs and other social settings.

The ethos of contributing to a team effort can have a significant impact on how we value ourselves as individuals and on how others value us. Team games and challenges are an excellent vehicle for this. Physical sacrifice and challenge are the most commonly used vehicle for sponsorship and fund raising for charity. Team and individual sports provide a powerful vehicle for representing organisations in competition. Such events foster a sense of pride and belonging and allow individuals to find depths of strength they previously didn't know they had.

Accreditation in PE is pursued individually through National Governing Body Awards, (e.g. bronze standard for high jump within ESA awards). Due to our personalised approach to learning, chronological age is not seen as a barrier to accreditation. In-house award schemes are also available via the OAA structures.

5 SMSC AND BRITISH VALUES IN PE

At SES we believe the development of SMSC and promotion of British values, should be embedded within all areas of teaching and learning across both the school and residential setting. This policy should be read in conjunction with the Spiritual, Moral, Cultural and Social Policy and Practice document and the British Values Policy and Practice document.

5.1 SMSC

At SES we develop SMSC in many aspects of the curriculum through ensuring opportunities for SMSC development are extensive and frequent. These opportunities are reflected in planning documents as well as in outcomes for pupils.

Examples of SMSC development within PE are:

Spiritual

- Promotion of opportunities for pupils to develop a sense of enjoyment and fascination in learning about themselves others and the world around them.
- Opportunities for reflection of own practice, skill and technique is encouraged.
- Opportunity for creativity, and example of this is gymnastics and dance, whereby the development of routines is possible, or in team sports, whereby the development of strategies allows for creativity.
- Outdoor Adventure activity allows for the development of problem solving through imagination.

Moral

- Opportunities for learning about the code of conduct around sportsmanship, for example, praising the opposing team, shaking hands etc.
- Opportunities for learning about rules and regulations within sport.
- Development of self-discipline through training and applying.
- Development of understanding of consequences to actions such as being given a red card in a game.

Social

- Opportunity for co-operation with others through team games and activities.
- Opportunities for resolution of conflict and disagreements within games and activities.
- Development of social skills through group activities.

Cultural

- Opportunities for development of cultural understanding through an array of activities derived from a range of cultures and countries for example, Ultimate Frisbee and American football.
- Opportunities to participate in sporting opportunities which will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local,

5.2 BRITISH VALUES

Promotion of British values is an integral part of life at SES. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Radicalisation Policy and Practice document.

Examples of the promotion of British values within PE are:

Rule of Law

- Opportunities to develop understanding of rules and regulations in sports and activities.
- Opportunities to develop understanding of the importance of safety rules and requirements such as rules around water safety.

- Opportunities to consider legislation relating to Health and Safety in PE.

Democracy

- Opportunities for young people's voice in identifying and choosing activities.
- Opportunities for voting for sports captains in games and matches.
- Development of young people's understanding of democratic decision making, in games and activities such as choosing team strategies in OAA and games.

Individual Liberty

- Development of skills such as cycling and swimming are important life skills and essential in developing individual freedom.
- Developing the opportunity for young people to make choices about physical activities to partake in, during their own time.
- Mutual respect for and tolerance of those with different faiths and beliefs and those without faith
- PE offers the opportunity to attend matches, game sand events where young people are able to.
- Teamwork nurtures an ethos of mutual respect for those with different faiths, beliefs and values.
- Encouragement for young people to offer positive feedback and constructive criticism in a sporting context.