

East Ayrshire Council

Economy and Skills - Education Service

**PHYSICAL EDUCATION**

POLICY STATEMENT

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*Physical education should inspire and challenge children and young people to experience the joy of movement, to develop positive attitudes both individually and as part of a group and to enhance their quality of life through active living. This will give children and young people an important foundation for participation in experiences in physical activities and sport and in preparation for a healthy and fulfilling lifestyle. Children and young people will participate in and enjoy physical activity and sport, in addition to planned physical education sessions, at break times and lunchtimes, during travel and beyond the school day.*

**Education Scotland**

Health and wellbeing: Principles and Practice

**1. RATIONALE**

1.1 The Scottish Government made a commitment to provide two hours of physical education in primary schools and two periods in secondary (S1- S4) by 2014. This commitment was a result of the findings of the Scottish Physical Activity Task Force (2003) and the recommendations of the National Physical Education Review Group [2004] and reinforced through the Report from the Scottish Government’s PEPAS Excellence Group (2011).

1.2 Physical Education is the only subject within a Curriculum for Excellence that has a time allocation.

1.3 Improving the quality of physical education provision and the requirement of a minimum of two hours in primary schools and two periods in secondary schools is an East Ayrshire Council priority and part of the Economy and Skills (Education) Strategic Priorities 2014-2017.

1.4 With Curriculum for Excellence we have a real opportunity to effect transformational change in the learning and teaching of physical education. In doing so we must give a clear, inspired and motivational message to the whole school community, including community sport and beyond, about the positive contribution that physical education, physical activity and sport can together make to the development of young people’s skills for learning, life and work.

**2. POLICY STATEMENT**

**Physical Education, Physical Activity and Sport (PEPAS)**

2.1 There remains some confusion and ambiguity between the three distinct areas that make up physical education, physical activity and sport (PEPAS). It is therefore important to make clear the differences and define each. It is also important to recognise that meaningful partnerships between the three areas will allow for a planned approach to enhance learning and a shared understanding of the roles and the benefits each can bring. Only when the three areas work together can transformational change in learning, progress and achievement take place.

**Definition of Physical Education**

2.2 High Quality Physical Education engages all children and young people in a wide range of experiences, activities, and disciplines which promote lifelong learning and positive attitude. 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 wellbeing. 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 lifelong participation in physical activity and sport.

2.3 The basic principles of high quality Physical Education are:

* Focus on learning and thinking skills.
* Enable all children and young people, whatever their circumstances or ability, to take part in and enjoy physical education, 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 and wellbeing.

2.4 A high quality Physical Education curriculum 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). East Ayrshire Council continues to offer staff CLPL to develop the **Better Movers and Thinkers** approach across the authority to enhance the development and understanding of movement skills.

2.5 East Ayrshire Council teachers have access to support materials that contain frameworks outlining the skills pupils should learn and develop, how teachers can assess progress and achievement across all stages of learning and how to evidence that pupils are aware of their own progress and achievement.

2.6 The Physical Education Assessment Benchmark Documents for early to fourth level embed The Significant Aspects of Learning and the experiences & outcomes. The Assessment Benchmark Documents also support practitioners’ professional judgement of achievement of a level. The Benchmarks are focused around:

* **Physical Competencies** – personal & spatial awareness, balance & control, coordination & fluency, rhythm & timing, gross & fine motor skills.
* **Cognitive Skills** – decision making, problem solving, focus & concentration, creativity.
* **Physical Fitness** – speed, core stability & strength, flexibility and stamina.
* **Personal Qualities** - motivation, determination & resilience, confidence & self-esteem, responsibility & leadership, respect and tolerance, communication.

2.7 To make a positive impact on pupils' progress and achievement, a high quality physical education curriculum needs to:

* have a clear plan that sets out steps towards meeting the Curriculum for Excellence vision and expectations for physical education;
* be delivered by a GTCS registered teacher;
* be planned in advance and evaluated with progress and achievement tracked as part of the assessment and reporting process, focussed around the national Assessment Benchmarks documents;
* recognise all that physical education 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 through physical education and school sport;
* share with parents, 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 school into account;
* identify the next steps in progression and communicate these to 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; and
* ensure that time, staff, equipment and resources are used in ways that keep children and young people engaged and learning.

2.8 Expectations from HM Inspectors are that facilities and weather are not barriers to providing two hours [primary] or two periods [secondary] of physical education. East Ayrshire Council supports this and encourages schools to timetable outside areas and bring appropriate clothing suitable for the planned activity and also varying weather conditions.

***Health & Safety during Physical Education Lessons***

*East Ayrshire Council advises that class teaches do not permit the wearing of any jewellery during physical education lessons, extra-curricular activities or school based activity. This includes all piercings, rings, watches and wrist accessories. Any items of jewellery will not be covered up.*

*If pupils are wearing jewellery that cannot be removed they will be given a non-practical task, related to the learning in the physical education lesson to complete.*

**Physical Activity Provision**

2.9 In addition to planned physical education, children are entitled to daily opportunities for physical activity and sport before the school day, during breaks and lunchtime, and afterschool. Creating participation and performance pathways provides more opportunities for children and young people to lead healthy active lifestyles. This can be facilitated by teachers, Active Schools Coordinators, and appropriately qualified and skilled coaches, supported by sports leaders and volunteers.

**School Sport Provision**

2.10 Competitive/performance pathways providing opportunities that include all young people. School and community sport has the potential to enhance the Significant Aspects of Learning within physical education. This can be facilitated by teachers, Active Schools Coordinators, and appropriately qualified and skilled coaches and volunteers, supported by sports leaders and officials.

2.11 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.

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

**3. PUPIL ENTITLEMENTS AND RESPONSIBILITIES**

3.1 Pupils are entitled to two hours [primary] and two periods [secondary] of high quality physical education every week all year irrespective of weather and facilities.

3.2 A programme based on the statements outlined at 2.7 in this policy statement.

3.3 Pupils should have a safe environment when taking part in activity.

3.4 Pupils should adhere to health and safety advice when taking part in physical education including the removal of jewellery where it causes a risk to themselves or others.

3.5 Pupils should wear suitable clothing appropriate for the activity and weather.

**4. THE ROLE OF PARENTS/CARERS**

4.1 Parents/Carers should:

* Work with the school to ensure that children and young people participate in all physical education activities and encourage participation in activity and sport.
* Provide suitable clothing for their children to take part in physical education activities indoors and outdoors.
* Adhere to the council’s health and safety advice and be aware of risk to pupils and others.

**5. THE ROLE OF TEACHERS**

5.1 Teachers and Physical Education Specialists will:

* Reflect on their practice and the school’s provision in the light of the definitions of physical education, physical activity and sport.
* Risk assess areas (using East Ayrshire Councils specific activity risk assessment framework) and activities in physical education in order to provide a safe working environment for pupils.
* Have the highest expectations of all pupils and provide a programme based on the policy statement that meets the needs of all pupils.
* Consult with all stakeholders to ensure a balanced programme.
* Provide high quality physical education experiences to all pupils based on current practice and research.
* Take responsibility for their CLPL within physical education and ensure they have the confidence and knowledge to deliver high quality physical education lessons.

**6. THE RESPONSIBILITIES OF SCHOOL MANAGERS**

6.1 School Managers will:

* Promote, support and ensure delivery of Physical Education in their schools; this will include ensuring that all class teachers take account of the advice contained in East Ayrshire Council’s Physical Education policy as well as that contained within national guidance and other authority policies.
* Ensure that the resources needed to enable pupils to participate in a two hour [primary] and two periods [secondary] physical education programme every week all year are available for this purpose.
* Provide leadership and direction to staff and pupils by ensuring that appropriate staff are involved in regular CLPL opportunities to improve and sustain their knowledge and practice in physical education.
* Facilitate partnership working between schools, active schools, sport development and other relevant agencies to enable and encourage pupils to pursue lifelong healthy and active lifestyles.
* Reflect on their practice and the school’s provision in the light of the definitions of physical education, physical activity and sport.

**7. THE RESPONSIBILITIES OF THE EDUCATION AUTHORITY**

7.1 The Education Department will:

* Give direction to work of the authority and its schools, to support its schools to deliver the national expectations as well as the outcomes contained within East Ayrshire Councils Strategic Priorities.
* Support and challenge its schools to continually improve the provision of physical education curriculums.
* Advise and support schools in implementing this policy.
* Provide further guidance and support to schools and their staff on all aspects of physical education.
* Continue to organise programmes of **Career-Long Professional Learning** (CLPL) to improve teacher knowledge and practice.
* Monitor and evaluate physical education in its schools through the quality improvement framework and challenge schools to improve practice.
* Ensure resources are available to enable pupils to participate in two hours [primary] two periods [secondary] of high quality physical education each week.

**8. SUMMARY**

8.1 Excellent physical education, physical activity and sport will develop learners’ practical and performance skills in a range of activities and support the way that individual attitudes, values and behaviours are formed. Effective programmes need meaningful collaborative partnerships with shared understanding, planning and outcomes to ensure continuity and progression in learning.

8.2 High quality physical education is essential for improving the health and wellbeing of all pupils. It allows pupils to acquire the movement skills, knowledge and understanding and attitude necessary to participate in lifelong physical activity. Pupils not acquiring these skills can often be relegated to a life of inactivity. Physical education in schools should challenge and motivate but most importantly it should be an enjoyable experience. Curriculums should offer a wide variety of activities and take account of the opinions of pupils. East Ayrshire Education Service and school managers will support teachers to ensure that pupils develop to their full potential and become physically more active by providing high quality physical education curriculums.

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