

PHYSICAL EDUCATION POLICY STATEMENT

2016

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1 Rationale

1.1 All political parties in the Scottish Government have made a commitment to provide two hours physical education in primary schools and two periods in secondary by 2014. The commitment is 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 and quantity of physical education provision and the requirement of a minimum of two hours in primary schools and two periods in secondary schools is a Dumfries and Galloway priority and part of the Education Services Business Plan.

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 take place.

Definition of Physical Education

2.2 Quality physical education 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 wellbeing. It should contain activities which are: 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 excellent 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; and
- promote children and young people's health, safety and wellbeing.

2.4 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).

2.5 Dumfries and Galloway Curricular Structures material contain what pupils should learn and how you and they will know if they have succeeded.

2.6 Significant aspects of learning are signposted in the [Health and Wellbeing Principles and Practice](#) paper and in the experiences and outcomes:

- Physical competencies – kinaesthetic awareness, balance and control, coordination and fluency, rhythm and timing, gross and fine motor skills.
- Cognitive skills – key elements of decision making: focus and concentration, cue recognition, sequential thinking, prioritising, decision making. Key elements of problem solving: multi-processing, problem solving, creativity, cue recognition, sequential thinking,
- Physical Fitness – stamina, speed, core stability and strength, flexibility.
- Personal qualities – motivation, confidence and self-esteem, determination and resilience, responsibility and leadership, respect and tolerance, communication.

2.7 Evidence of learners' progress will reflect the fact that experiences within physical education encompass regular practical work.

2.8 To make a positive impact on pupils' learning and achievement, an excellent physical education programme needs to:

- have a clear plan that sets out steps towards meeting the Curriculum for Excellence vision and expectations for physical education;
- 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 in and through physical education 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 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.

Definition of Physical Activity

2.9 Physical activity is a generic term referring to all bodily movement that uses energy. Physical activity may include planned activity such as sports or jogging but it also includes other daily activities such as housework or gardening. [UK Government Guidelines](#) recommend that

adults accumulate at least 150 minutes of moderate physical activity during the week, and children accumulate at least 60 minutes of moderate to vigorous physical activity daily.

Definition of Sport and School Sport

2.10 Sport is both broad and inclusive. It includes planned 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.

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.

2.13 Physical education will be planned, facilitated and evaluated by GTCS registered teachers and take place during timetabled school time with all learners participating.

2.14 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.

2.15 Expectations from HMI are that facilities and weather are not barriers to providing two hours (primary) or two periods (secondary) of physical education. Dumfries and Galloway Council supports this and encourages schools to timetable outside areas and wear clothing appropriate to the activity and weather.

3 Pupil Entitlements and Responsibilities

3.1 Pupils are entitled to two hours (primary) or two 50 minute periods (secondary) of quality physical education every week all year irrespective of weather and facilities.

3.2 A programme based on the statements outlined at 2.8 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.

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 health and safety advice and be aware of risk to pupils and others.

5 The Role of the Primary School Classroom Teacher and Physical Education Specialists

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 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 excellent physical education based on current practice and research which meet the GTCS standards for full registration.

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 appropriate staff, including physical education specialists, take account of the advice contained in the authority's Physical Education policy as well as that contained within national guidelines and other authority policies.
- Ensure there are the required resources for the physical education programme.
- Provide leadership and direction to staff and pupils by ensuring that appropriate staff are involved in Career-Long Professional Learning (CLPL) opportunities to improve 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 activity.
- 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 Authority will:

- Give direction to work of the authority and its schools, to support its schools to deliver the outcomes contained with the Education Services Business Plan.
- Support and challenge its schools to continually improve its physical education programme.
- Advise and support schools in implementing this policy.
- Provide further guidance and support to schools and their staff on all aspects of physical education.
- Organise programmes of CLPL to improve staff's 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) or two periods (secondary) of excellent quality physical education each week.

8 Summary

8.1 Excellent quality 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 Excellent 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. Physical education in schools should challenge and motivate but most importantly it should be an enjoyable experience. Programmes should offer a wide variety of activities and take account of the opinions of pupils. The Education Authority and school managers will support teachers to ensure that pupils develop to their full potential and become physically more active by providing an excellent physical education programme.

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