

Physical Education Policy



DANE ROYD SCHOOL

Review frequency: Three Years

Approval by: Standards Committee

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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Physical Education Policy

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being.

Physical education develops pupils physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams. It promotes positive attitudes towards active and healthy lifestyles

Purpose:

The purpose of this policy is to describe our practice in Physical Education (PE) and the principles upon which this is based.

Aims:

The National Curriculum for Physical Education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy active lives.

At Dane Royd our aims are to:

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardiovascular health, flexibility, muscular strength and endurance
- Introduce a wide range of sports to all of our pupils

- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle and that sports require commitment from the individual
- Encourage positive pupil attitudes towards participation and co-operative work in PE; develop communicative and interpersonal skills as well as planning and observational skills through structured problem solving tasks.
- Increase individual pupil's awareness and appreciation of own capabilities and of individual differences
- Educate pupils with regard to health, relaxation, hygiene, fitness, help pupils to appreciate and monitor fitness.
- Develop a working knowledge of safe practice and encourage responsible attitudes to safety of self and others.
- Plan for the development of co-ordination and the acquisition of a range of motor skills; promote opportunities for their application in a wide range of activities linking with other areas of the curriculum
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Set targets for themselves and compete against others, individually and as members of a team
- Take initiative, lead activity and focus on improving aspects of their own performance

Wider school aims/ethos:

This policy supports our school aim of 'developing self-awareness, self-respect and tolerance of others' and also 'appreciating human achievements and aspirations whilst developing physical ability, co-ordination and a concern for the safety of themselves and others'.

Consultation:

This policy was written by Hannah Mortimer, class teacher and subject coordinator for PE, informed by discussions with colleagues, and in consultation with the school sports coordinator, Mr Lawrence Pearson.

Sources and references:

-NC 2014 *Physical Education Programmes of Study: Ks1 & Ks2*

-www.AFPE.org.uk

Outcomes

Intended outcomes from high quality PE teaching include:

Skill acquisition	Skill application	Understanding
Movement observation memory	Knowledge	Tolerance
Health/fitness principle	Awareness of safety	Leadership
Competition	Enjoyment	Creativity
Challenges	Respect	Self-esteem
Problem-solving	Communication skills	Responsibility
Movement appreciation	Sense of achievement/well being	Self-control

Curricular Organisation

i) Facilities

- Large hall with good vinyl flooring. This is used for dinners and assemblies and is unavailable from 11.30 a.m. to 1.15 p.m.
- Large playground area, with brick wall outbuilding. Opposite, a curved wall divides the playgrounds. The surface is good.
- Playground marked with a variety of stimulating patterns for children's play. Also marked with two netball courts and one small football pitch. The PE store building provides the surface for a climbing wall.
- Reasonable grass area, which slopes towards school. Marked with a small football pitch, plus an athletics straight track and rounders pitch in summer.
- A Trim Trail is installed in both KS1 & KS2 outdoor areas, providing physical & sensory activities
- Year 5 children attend Sun Lane swimming pool each week to participate in the swimming programme throughout the year.
- UFS have a designated area for play and physical development on the alternate side of school with grassed and small patio surface.

ii) Resources

- The hall is fitted with good portable and fixed apparatus.
- There is a good supply of games equipment, which is suitable for the delivery of all National curriculum games activities. This is kept in the PE store adjacent to the football pitch on the yard.
- A CD player is available at all times in the hall for dance, and a mobile sound system which enables the use of music outdoors.
- There is a wide range of musical instruments available for dance experience.
- Videos in connection with 'water safety' available

iii) Entitlement and Progression

In the Foundation Stage the prime areas of learning are:

- Communication & language
- Physical development
- Personal, social & emotional development

Our UFS have a structured PE lesson every week which focuses on the fundamental movement skills along with the many opportunities for **physical development** using the outdoor learning area where children have free flow access throughout the day.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident with opportunities to access a broad range of activities to extend agility, balance & co-ordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

In **Key Stage 2** pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.

Pupils should be taught to:

- Use running, jumping, catching and throwing in isolation and combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, tennis..etc and apply basic principles suitable for attacking & defending
- Learn and apply common tactics in team sports
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

General Organisation

KEY STAGE 1

TIME	
35min	Dance
35min	Gymnastics
35min	Games skills/Athletic skills (Summer)

KEY STAGE 2

Year Group (Time in mins.)	WINTER	SUMMER
Y3 (1x30, 2x45)	Dance/Gymnastics/Games	Athletics/Games/Rounders
Y4 (1x30, 1x35,1x45)	Dance/Gymnastics/Games	Athletics/Games/Rounders

Y5 (3x45)	Gymnastics/Games/Swimming	Athletics/Games/Swimming/Robin Wood Outdoor and Adventurous Experience
Y6 (2x35, 1x45)	Dance/Gymnastics/Games	Athletics/Games/ Robin Wood Outdoor and Adventurous Experience

Swimming & Water Safety

All children have access to swimming instruction in Year 5 on a weekly basis. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke
- Perform safe self-rescue in different water based situations

The teacher supports the authority swimming instructors on the poolside, each taking responsibility for a group of children. Children are grouped according to ability and each group works towards an appropriate level of competence.

Role of P.E. Co-ordinator

- Ensure that PE resources are available and appropriate to the needs of the staff. Audit resources regularly and take overall responsibility for equipment and resources
- Organize opportunities for outside specialists to work with the class teacher and the children and ensure that these adults are quality assured.
- Co-ordinate, with staff co-operation, sports events such as sports days, swimming galas, after school clubs.
- Support opportunities for competitive team sport such as football, netball, rounders and cricket internally and within the pyramid.
- Attend INSET on a regular basis on all aspects of physical education to keep up to date with new developments
- Maintain the whole school approach to:
 - Maintenance and organisation of equipment
 - Health and Safety Issues
- Establish common practice in the way that children handle apparatus and equipment.
- Liaise with schools sports co-ordinator as a primary link teacher and to support pyramid initiatives.
- Monitor the teaching and learning of PE within the school through formal/informal observation
- Provide support and appropriate advice.

Inclusion

The provision of PE at Dane Royd Junior and Infant school takes account of the different experiences, strengths and interests of the children to maintain entitlement and ensure equality of opportunity. Teachers vary the contexts, resources and teaching and learning styles and use a variety of strategies to overcome barriers to learning. Expectations and learning objectives are modified to take account of: the different learning needs of boys and girls; the needs of children from different social and cultural backgrounds; the needs of children who need support with communication, language or literacy difficulties; the needs of children with physical disability; the needs of children with emotional and behavioural difficulties and the needs of children who are gifted and talented.

Children not taking part

As PE is one of the compulsory subjects of the National Curriculum, children may only be excused from these lessons in case of illness or injury. Parents should contact us to let us know, when this is the case. In these circumstances, the child would be expected to observe the lesson and be included in the assessment of activities undertaken by other members of the class.

Assessment

1. Children will be assessed by **observation** of on-going development of the skills specified in the Curriculum Guidelines.
2. The assessment will be of a formative nature and used as an aid to planning the next programme of work.
3. Children of all ages will be encouraged to evaluate their own and other children's work.
4. This assessment will be done on a whole class basis with particular note being made of children demonstrating excellence or needing particular support, and programmes of work adapted accordingly.

Health & Safety Issues (see also appendix)

In all areas of PE, safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. Health and safety is an integral part of pupils' learning in PE and they are taught to recognize and take some level of responsibility for their own safety.

Clothing

When changing for PE, KS1 & Lower KS2 pupils will change together in the classrooms whereas upper KS2 will change separately in the cloakrooms. Staff should be present during changing times to ensure children are safe at all times. In the interest of health & safety, appropriate kit should be worn for PE activities.

Acceptable PE kit is that which presents no risk of injury to the wearer or other children. This should comprise of:

Indoor

- Plain white round-neck t-shirt
- Black shorts
- Bare feet

Outdoor

- As indoor but appropriate for the time of year; i.e tracksuit bottoms in the winter months.
- Trainers

Earrings & watches must be removed prior to the PE lesson and long-hair tied back neatly.

If pupils forget their PE kit, they should seek to borrow PE kit in the first instance. Further instances may involve teachers contacting parents; at the teacher's discretion.

It is expected that staff should also wear appropriate clothing when teaching PE and therefore adults should come to school dressed appropriately, or allow time to change before the delivery of a lesson.

Accident Procedure

For any school based activities, staff should follow the guidelines in the Health & Safety policy.

For off-site activities, staff must familiarize themselves with individual facility procedures. Risk assessments must be in place for any off-site visits.

As a school we ensure the safety of all pupils & staff through the following codes of practice:

- Safe storage of all equipment – both in external PE shed and internal PE store. Resources should be returned to its appropriate place after use, to enable easy access and availability to the next group.
- Fixed and portable equipment should be checked and maintained annually by an external assessor. Any interim damage is reported to the PE coordinator.
- The school field and hard surface is maintained and repainted regularly by the Local Authority Contractors.

- The PE store is kept tidy and all equipment reported to the PE Co-ordinator if faulty, damaged or dangerous. This is then taken out of use until repaired.
- A knowledge of the environment in which learning is taking place – check areas for hazards before any activity takes place
- Pupils should be taught to manage and use apparatus safely and effectively
- All teaching & support staff are First-Aid trained and aware of the needs and procedures for dealing with children with asthma and epilepsy, together with children who are accidentally injured during PE time.

Handling Apparatus

Apparatus should be easily accessible for all children. Children should be taught how to lift apparatus correctly with good modelling from an adult. Mats should be put out last and put away first to avoid trips.

Adults Other than Teachers Working with Children

Any adults, other than teachers, qualified Dance Teachers and Qualified Specialist Coaches, who work in the school, should work alongside the class teacher at ALL times.

Links with the community and outside agencies.

Links with the community and outside agencies are actively encouraged at Dane Royd Junior and Infant School and we have a strong tradition of rugby and football. We have worked closely with Hall Green United, Wakefield Wildcats Rugby league, ProSoccer coaching, Crigglestone All Blacks Rugby League and each of these have brought professional coaches to work with children throughout the Key Stages.

A Dance Teacher has been recently introduced to enhance the provision of dance both as a curricular and extra-curricular activity. The school takes part annually in the Junior Sports Leadership Award scheme (JSLA) in which students from Kettlethorpe High School come into to coach children in Years 5 and 6 in a variety of games skills and activities.

Dane Royd Junior and Infant school displays a PE notice board, which provides children with information about PE opportunities within school and also a variety of exit routes to other clubs and events within the community.

Extra-Curricular Activities

At Dane Royd, we consider it important for children to have the opportunity to explore in greater depth some of the areas of sport, which they build an enthusiasm for. These areas of study are offered as extra-curricular activities and pupils from a range of year groups throughout the school have the opportunity to attend these clubs and hopefully learn skills, which will enable them to acquire a lifetime hobby.

Extra-curricular activities take place due to the goodwill of the Headteacher, class teachers and curriculum co-ordinator. The opportunities, which are available at various times over the year, include Multi-sports, Dance, Netball, Football, Cricket and Rounders.

Concluding notes

Monitoring and review:

The Subject Leader with responsibility for PE is primarily responsible for monitoring the implementation of this policy. This will be through consideration of the evidence included in the subject leader portfolio. The Subject Leader will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.

Other documents and appendices:

There are two appendices to this policy:

Appendix 1: Safety in physical education

Appendix 2 – Glossary of keywords in The New Curriculum

Safety in Physical Education

Appendix 1

Health and Safety arrangements for children during Physical Education are addressed in the Health and Safety Document.

Physical Education is a normal part of any school curriculum and therefore all aspects of Health & Safety have to be considered, but because it is an "active" subject special care must be taken. These notes relate to all activities, which come under the broad area of Physical Education within the school. These include: - games, gymnastics, movement, dance, swimming and PE.

i) Essential Procedures For PE

- Children should be trained from an early age in how to conduct themselves for PE/Games/Swimming lessons. This does not only benefit the teacher and children but ensures a safe lesson.
- The lesson begins in the classroom or changing room: - children change and leave their clothes folded on the tables.
- Barefoot work is mandatory indoors.
- Years 5 and 6 change in the cloakroom to allow privacy of both sexes.
- Children are expected to change sensibly and quietly, they are not allowed to wear jewellery, and long hair must be tied back.
- When ready they walk quietly to the hall or onto the bath side.
- At the end of the lesson children line up and are led back quietly and sensibly to the classroom

NB CHILDREN ARE NEVER ALLOWED TO ENTER THE HALL UNLESS SUPERVISED BY A MEMBER OF STAFF.

ii) The Hall

- The teacher should always be aware of the space s/he is working in and should ensure it is clean and safe
- Special care must be taken concerning the floor: - A sweeping mop is available in the PE store. The floor must be swept before every session. Exception to this rule may be made when there is a follow on session. A child can be given this job but the teacher should make sure that the task has been carried out correctly
- If a teacher feels the floor is too dirty, slippery, gritty etc. they should decide whether to continue with the lesson or to cancel it until the floor has been rectified. The Headteacher should be informed of such matters.
- The wall apparatus should be checked so that it is safe and secure.
- Any benches, boxes, mats, red tops etc, if not being used should be stored safely.
- When working indoors the teacher uses the 'freeze' and 'and rest' signals.

iii) Outdoor PE and Games

- Encourage children to be aware of the "objects" they could encounter on the grass or playground and if the teacher feels it necessary, a preliminary search to check for stone, tins, glass etc, should be made.
- If there are any doubts about the surface for any reasons, including the remains of dog walking, the teacher should cancel the lesson or move elsewhere.
- When working outdoors the teacher uses the first blow on the whistle to indicate freeze and a second blow on the whistle for the children to return to the teacher.

iv) Health & Safety Issues Relevant To Both Indoor And Outdoor PE And Games

- The PE policy indicates how the children behave in the hall and this should be adhered to at all times.
- The motto is "Awareness and Control" this simply means that the teacher should be aware of the children for the entire lesson and know exactly what s/he wants from the lesson. It is important that the teacher has control at all times and stops any potentially dangerous activity before it has a chance to develop.

v) Cleanliness

- In recent years the treatment of verrucae and other foot problems has been varied and confused. Some doctors treat verrucae with lotions and creams and advise that they be kept covered on wet floors, whilst others advise they are best left uncovered. As teachers we realise that any disease of the feet will spread very quickly in a school, therefore we encourage children to be aware of their feet.
- From an early age children should be taught to check their own feet and encourage their parents to check them after the bath or shower. Any spots, lesions or rough patches should be reported and dealt with.
- Verrucae may be left uncovered or a verucca sock worn. (In some instances where verrucae are a serious insistent problem, the child's parent should be encouraged to seek medical advice and the child may wear a verrucae sock.)
- Where children put their bare feet down on a floor, that floor should be as clean as possible.
NB Authority guidelines on foot hygiene should be noted especially with regard to verrucas. It is stated that, "the presence of foot verrucas does not warrant the need to wear pumps or trainers unless the location of the condition makes activity painful"

Glossary of Keywords in the New National Curriculum

Appendix 2

Agility - Agility is the ability to change the direction of the body in an efficient and effective manner. Pupils can be

encouraged to develop their agility through travelling in large and small spaces in gymnastics and dance and in taking part in team games, fitness and other activities involving directional changes.

Analyse - To examine in detail in order to discover meaning and/or essential features; to break down into components; to examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it. Pupils should be able to use a variety of methods to analyse their own and others' performances in a range of different activities.

Applying - Pupils should be given opportunities to practise and apply their learning in different activities. This provides an opportunity to revisit previous as well as further develop learning. Links between activities should also be made to highlight and enable pupils' transference of skills.

Balance - The ability to maintain equilibrium when stationary or moving (i.e. not to fall over) through the coordinated actions of our sensory functions (eyes, ears and the proprioceptive organs in our joints).

- Static Balance - The ability to retain the centre of mass above the base of support in a stationary position.
- Dynamic Balance - The ability to maintain balance with body movement.

Pupils should be able to balance on two feet before attempting to balance on one foot, on other parts of the body or inverted.

Broad Range of Opportunities - Pupils should be offered a variety of age appropriate differentiated physical activities to develop and extend their agility, balance, coordination, fitness and motor skills, and to accommodate their different strengths, interests and needs.

Challenge - Something that by its nature or character requires special effort, is demanding.

- Intellectual challenge – Where the demand relates to thinking in an intelligent way and understanding, especially difficult or complicated concepts or ideas. This can be applied to PE in the context of setting pupils mental challenges in which they have to overcome and solve problems.
- Physical challenge - Where the demand relates to physical performance, for example, performing a difficult or complex skill or task. A physical challenge might involve endurance-related tasks.

Competent - Having suitable or sufficient skill, knowledge and experience. Within physical education, terms such as fluent, controlled, aesthetically pleasing or with very few errors could be used to describe what a competent performance looks like.

Competence - The ability to do something successfully or efficiently. Pupils should develop competence in the fundamental movement skills to enable them to develop competence across the range of activities within the physical education curriculum.

Competitive sport – Competitive sport is usually played or participated in between two or more persons or teams striving for the common goal of winning.

Although pupils at KS1 and KS2 enjoy a competitive element in activities, the extent and type of competition needs to be age appropriate. KS1 pupils can take part in activities where they compete against their personal best, which may be rewarded with positive feedback and praise. Pupils can also take part in simple games in groups of 2-4, where attitude and motivation as well as performance are acknowledged.

In addition pupils at KS2 can compete against their personal best. However they should also take part in differentiated partner and small group or modified games and activities including some of the mini versions of sports i.e. Quick Cricket, Red tennis etc. Pupils should be encouraged to use competition as a way of peer and self-assessment.

Complex - In the physical education context, to be hard to perform. Tactics, strategies or techniques and skills might be complex.

Confident - To be certain about something or feeling sure of oneself and one's abilities. To promote confidence pupils should be appropriately challenged and praised for working to the best of their ability and making progress. In turn, this should motivate and encourage them to have a go and try new things. It is also important pupils feel confident in their teacher's knowledge and ability to support their learning.

Control - To exercise restraint or direction over; dominate; command. Pupils from a young age should be encouraged to focus on controlling their movements. When travelling in a space pupils' attention should be drawn to spatial awareness and moving with control. When performing a sequence or balance, good control through sound body

tension should be an expectation and when stopping, pupils should be taught to hold still.

Cooperative physical activities – Cooperation is a behaviour demonstrated by individuals working together toward shared goals. In many activities in physical education, pupils must learn to work cooperatively as well as have a desire to defeat opponents. Generally, co-operation requires a greater degree of maturation and intellectual development than competition.

Cooperative physical activities can involve many different types of group interaction. Co-operative Games, for example, enable pupils to work together in a caring and co-operative way as a social unit, to be inclusive, and to develop coordination, motor and problem solving skills.

Co-ordination - The ability to control the movement of the body in co-operation with the body's sensory functions, e.g. catching a ball (ball, hand and eye co-ordination).

Core movement - The competency in motor skills and movement patterns needed to perform a variety of physical activities. There are a number of different types of skills:

- Cognitive - or intellectual skills that require thought processes
- Perceptual – involving interpretation of presented information
- Motor – involving movement and muscle control
- Perceptual motor - involving the thought, interpretation and movement skills

Pupils will be at different levels in their development of core movement skills. Opportunities to develop and assess pupils' core movement skills should be the foundation to physical education.

Demanding - Calling for intensive effort or attention; in the physical education context, intensive physical effort (i.e. physically demanding).

Effectiveness - Adequate to accomplish a purpose; producing the intended or expected result.

Excel - Deriving from the word excellent, to do very well or be exceptionally good at or proficient in an activity. At KS1 and KS2, pupils should work on developing their fundamental movement skills. Pupils who are excelling would perform movement with good balance, coordination and control. Pupils can also excel in their knowledge and understanding of concepts, terms or different activities, or in their confidence, attitude and motivation towards physical activity.

At the end of KS1 pupils should be expected to:

- Develop control and coordination of their physical movements
- Recognise, observe and apply rules in competitive and cooperative games and other physical activities and know why they are important
- Devise, perform and repeat compositions and sequences
- Use and apply simple tactics and strategies
- Improve performance by observation and use set criteria for evaluation
- Understand the benefits of regular exercise and how their bodies feel when they exercise.

Pupils who excel at KS1 should be able to:

- Control and coordinate their bodies and movements with increasing skill and confidence
- Follow and apply more complex rules in a range of games
- Develop physical skills and techniques by observation, evaluation and refinement; and use repetition and practice to reach higher standards
- Use tactics, strategies and compositional ideas to achieve set objectives and improve performance
- Recognise ways in which stamina and flexibility can be improved through daily physical activity
- Explore a range of actions, dynamics, space and relationships, and know how to create dance motifs and compose simple dances.

Pupils who excel at KS2 would be able to:

- Develop whole body control and fine manipulation skills
- Know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve
- Understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle
- Refine and adapt skills into techniques
- Make decisions about what to do to improve their performance and the performance of others.

The National Curriculum Primary Handbook February (2010).

Expert

Noun - A person who has special skill or knowledge; a person who is a specialist authority in some particular field.

Adjective - Possessing specialist skill or knowledge; skilful or skilled.

Fairness and respect - Fairness and respect within physical education can be demonstrated and developed as follows, by:

Fairness

Taking turns

Sharing equipment and apparatus

Following rules and making up rules for games

Recognising and accommodating the different abilities of their peers

Sharing ideas and knowledge

Accepting anyone can take part regardless of their race, religion, gender or sex.

Respect

Caring for equipment and apparatus

Keeping themselves and others safe i.e. when travelling in a space, moving equipment

Celebrating others' successes, including of opponents

Listening to teachers' instructions

Listening and responding to others' ideas

Understanding everyone has a right to take part regardless of ability

Recognising others' contributions.

Fitness - There are two main types of fitness, health-related and skill-related. In the NCPE, the term is used to refer to health-related fitness. This comprises five components (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition).

Flexibility - Flexibility, mobility and suppleness all refer to the range of limb movement around joints. In activities such as gymnastics and athletics pupils can draw on and develop their flexibility using the full range of movement in controlled, focused as well as in dynamic ways. Where possible, skills and positions demanding flexibility are best practised and refined statically (i.e. still) first, before being performed dynamically (i.e. moving).

Movement patterns in dance - Movement composed of the elements of dance in a regular arrangement, configuration or design; a dance pattern.

Physically demanding activities - Physical activities that challenge an individual to move on from their own baseline level of performance to the next step. For some pupils this could be holding a simple balance and for others it may be improving their stamina, co-ordination, speed or agility.

Strength - The ability of a muscle or muscle group to overcome a resistance. At KS1 and KS2, pupils can develop strength through taking their own body weight, balancing, climbing, hanging, swinging, jumping, skipping, running, or swimming etc.

Sustained - To keep up/maintain the behaviour of physical activity. Ofsted (2013) suggests 'Teachers should improve pupils' fitness by keeping them physically active throughout all lessons and engaging them in regular, high intensity vigorous activity for sustained periods of time.' It should be noted though that, despite high intensity, vigorous activity having benefits, it may not be appropriate for all pupils and sustained physical activity of any intensity is still beneficial.

Tactic - The particular method used or selected to achieve something.

Technique - A technique is the way of performing a skill. Players select different techniques for performing skills on the basis of:

- Their *personal preference* - which technique suits their level of skill or confidence
- The *effectiveness* of the technique - which technique gives them the most success
- The *situation* - which technique is best at a given time and place, within the rules.

Strategy - The intended or chosen plan to overcome an opponent in a game or to solve a problem in outdoor education.