



Churnet View Middle School

Physical Education Policy

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Context

The PE curriculum at Churnet View Middle school is aimed to give all students` experience of an innovative, broad and varied curriculum in a range of sports. The PE programme of study is ambitious, accessible and challenging to our pupils that allows pupils to progress from sport-to-sport, year-to-year. The aim of the curriculum is to challenge pupils to reach their full potential in all sports. This is through a number of factors: - physically- socially- cognitively- emotionally-morally.

The range of sports offered across the curriculum is varied and considers a number of factors. One of the main stakeholders in creating the PE curriculum are the pupils themselves. The curriculum is pupil driven, with feedback from the PE pupil voice considered and included. Pupils were asked which sports they would like to be included within the PE curriculum and the results were applied to the Long-Term PE planning. The PE curriculum is also based on the National Curriculum aims and outcomes. This is achieved through a number of differently selected sports. The selection of these sports is influenced by the local sports opportunities and such prospects for pupils to explore outside of school and also through lifelong participation in sport. Another factor in designing the PE curriculum is to engage all pupils in sport through the inclusion of a variety of sports that are less mainstream, so that pupils not only experience these sports, but have the opportunity to succeed in them. Sports such as Archery, Bouldering and Outdoor Survival are included to increase the cultural capital within the PE curriculum. Previously these sports would only be delivered in Outdoor Residential visits, some of which were only accessed by pupils/parents that could afford them.

Attending relevant teacher CPD and purchasing the specific equipment, all pupils now have the opportunity to take part in such sporting activities. Pupils are provided with the equipment, kit and facilities to be able to participate and make achievements through high quality physical education and school sport.

Within the PE curriculum, pupils will take part in active, fun and challenging lessons, making progress throughout. Pupils will be encouraged through sport and attain enjoyment of physical activity through safe practice. Pupils will develop skills and techniques in a range of physical activities through quality teaching, high levels of learning and continuous assessment. They will be provided with competitive opportunities working within a team and as individuals, which will promote desirable attitudes to success and failure. Through effective school/sport links, pupils can develop through sport further, promoting lifelong involvement in physical activity. All pupils will be provided with the opportunity to be healthy, stay safe, enjoy, achieve and contribute to the community.

Pupils will leave the school with a love of Physical Education and sport, having experienced a range of different sports and activities. They will develop a range of skills, which can be transferrable to a varied range of sports, whilst understanding the importance of a healthy and active lifestyle. Pupils will have access to competitive sports through PSSPA and also through well-formed School/Club links. Through effective school/sport links, pupils can develop through sport further, promoting lifelong involvement in physical activity. Pupils will be provided with the opportunity for all pupils to be healthy, stay safe, enjoy, achieve and contribute to the community.

Rationale

Physical Education develops pupils' physical competence, confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and be resilient in the face of challenge; it is an opportunity to work within groups and teams as well as develop individually. Importantly, it promotes positive attitudes towards lifelong healthy and active lifestyles.

Pupils learn how to adapt their thinking and actions to suit a wide variety of activities. Physical Education contributes to the overall education of the child by encouraging and helping them apply determination, commitment, team-work, problem-solving and leadership skills through engaging and purposeful physical

activities. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Churnet View Middle School seeks to provide a full, varied and interesting Physical Education curriculum, which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

Aims

The aims and objectives of the PE Department relate directly to those of Churnet View Middle School as a whole: namely that we endeavour to provide an educational experience that is inclusive, supportive and inspiring, in both its delivery and content. “A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.” [Children should be offered] opportunities to compete in sport and other activities.” National Curriculum, 2013.

In order to do this we aim to:

- Challenge pupils in Key Stage 2 and 3 to reach their full potential on a number of levels: physically, socially, cognitively, emotionally and morally.
- To encourage the enjoyment of physical activity through safe practice.
- To develop skills and techniques in a range of physical activities, through quality teaching, high levels of learning and continuous assessment.
- To provide competitive opportunities for both teams and individuals and promote resilient attitudes to success and failure.
- To offer both sporting excellence and opportunities for participation in extracurricular activities.
- To develop and promote the links between school PE and the wider community to enable lifelong involvement in physical activity.
- To develop and enhance links in PE from all other curriculum subjects, especially ICT, Literacy and Numeracy.
- To promote the schools mission statement, which demands sportsmanship, care and respect for others through sport.
- To provide the opportunity for all pupils to be healthy, stay safe, enjoy, achieve and contribute to the community.

Objectives

These objectives relate directly to the aims for PE at Churnet View Middle School and are intended to show how the aims are put into practice.

1. Staff should provide a variety of experiences and activities during the course of study and during a PE lesson if possible and appropriate, for example:
 - a. Games
 - b. Gymnastics
 - c. Swimming
 - d. Indoor and Outdoor activities
 - e. Individual and group activities
 - f. Problem Solving
 - g. Communicating PE ideas to others by means such as speaking
 - h. Listening and appraising.
 - i. Practising and refining skills
 - j. Using repetition in order to improve

2. The National Curriculum Key Stages 2 and 3 should be used as the basic core skills for the Schemes of Work. Rules, vocabulary and games skills such as attack, defence and tactics will be taught. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.

Key stage 2

Pupils will continue to apply 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 recognise their own success. Pupils in Key stage 2 take part in two hours of PE each week.

Pupils will be taught to:

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

Swimming and water safety

Pupils who have not achieved minimum standards of swimming will be taught in year 5 to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively eg. front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Key stage 3

Pupils will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils in key stage 3 take part in three hours of PE each week.

Pupils will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games through basketball, cricket, football, hockey, netball, rounders, rugby and tennis.
- Develop their technique and improve their performance in other competitive sports such as athletics and gymnastics.
- Perform dances using a variety of dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either

- individually or as a group though orienteering. Pupils will be offered the opportunity to participate in outdoor pursuit activities at a residential centre. (year group camp)
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
 - Pupils will have the opportunity to take part in competitive sports and activities outside school through community links or sports clubs. Eg. Leek hockey club, North Staffordshire rowing club, Leek cricket club and Leek rugby club.
3. Staff should refer to work in other curriculum areas when appropriate:
- a. Pupils should follow written and verbal instructions accurately.
 - b. Safety is further enhanced by emphasis on the following:
 - i. The need to wear correct clothes/equipment.
 - ii. The need to follow rules.
 - iii. How to lift, carry, move and place heavy equipment.
 - iv. The need for warm-up and recovery period when exercising.
 - v. How to swim and be safe when around water.
 - vi. General safety rules when engaged in Outdoor Education.
4. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. The department's schemes of work identify planned opportunities for pupils to develop a range of desirable personal qualities.
5. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.
6. Staff should encourage pupils to improve in a particular sport or skill over a period of time.
7. Staff should adhere to the School and Departmental reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement.
8. Pupils should be encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.
9. Staff should not attempt to spend inequitable amounts of time with any one pupil or groups of pupils/gender group etc. However, staff often spend considerable amounts of their own time helping individual pupils.
10. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased praise and feedback and well-chosen resources.
11. As a school working toward inclusion we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.

School Curriculum

Physical Education at Churnet View Middle School is based on the National Curriculum Physical Education 2014 document. A Physical Education curriculum map has been developed which provides a long-term plan for each year group and throughout the pupils' time at Churnet View. The units are organised to provide sequential steps, which meet the end of key stage expectations, develops pupils range of skills and enrich the child's experience. A Physical Education learning journey is also displayed for pupils to reference, which highlights what PESSPA (Physical Education and School Sport Activity) experiences pupils will access throughout their time at Churnet View Middle School.

Teaching and Learning

A variety of teaching and learning styles are used in PE lessons, including experiential learning and problem solving. Within lessons, the child is given the opportunity both to collaborate and compete. All classes have children of differing physical ability, therefore teaching strategies cover a range of skills appropriate to their age and experience, including:

- Setting common tasks which are open-ended, differentiating my outcome.

- Setting tasks of increasing difficulty to build skills and challenge physically.
- Providing challenge through differing resources, targeted to individual or group needs.

Every child is praised for their achievements and encouraged to fulfil their potential through continued support and positive feedback.

Staff will be designated to their specific teaching groups according to their specific subject strengths and safety guidelines (e.g. athletics and gymnastics).

Resources

The PE coordinator will develop, maintain and renew resources to support the medium term learning journeys. These should be suitable for the activity, age and ability of the children. They should provide opportunities to fulfil all National Curriculum requirements through challenging and engaging activities.

Health and Safety Policy

The effective management of safety for Churnet View Middle School has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
 - a. The use of appropriate kit.
 - b. Checking PE areas are free from sharp objects and broken glass.
 - c. Location of safety equipment.
 - d. Reporting accidents.
 - e. Temporary staff/ external sports coaches briefed on key health and safety requirements.
3. Control to include:
 - a. Where to find safety information.
 - b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Risk Assessment and Planning Before a Lesson

All department staff are required to familiarise themselves with the Health and Safety policies of the school and department. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to AFPE's Safe Practice in Physical Education guidelines.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures.
2. Know how and when to use any particular facilities and equipment.
3. Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:

1. Identify hazards.
2. Identify cause and effect.
3. Examine working methods.
4. Investigate safety literature for advice.
5. Remove known hazards where possible.
6. Report any risks or broken equipment to HOD.

In case of emergency staff should:

1. Be familiar with invacuation and evacuation procedures in case of fire or other emergency.
2. Know the location and identity of members of staff trained in First Aid.

The organisation of routines during and between lessons to include:

a. The use of appropriate kit.

PE Kit

Pupils are required to wear the designated Churnet View Middle School PE kit for all lessons. Key stage Two pupils are expected to come to school wearing this to each lesson on the days they have PE. Key stage three pupils will be required to change. The agreed PE kit is listed below:

Churnet View PE Hoody
Churnet View PE Rugby Top
Churnet View PE Polo Top
Churnet View PE shorts / Skorts
Plain Black/Navy Leggings
Plain Black / Navy Tracksuit Bottoms
Plain Black / Navy Base Layer
Navy Blue Games Socks

When pupils are taking part in off-site activities they are expected to wear the appropriate clothing in accordance with the sport and facility as well as a school blazer. Teachers will provide guidance where necessary.

Pupils in key stage two, are expected to come to school wearing their Churnet View Middle School PE kit on the days they have PE. Key stage three pupils must change. The kit requirements are communicated to parents via the school website and pupil handbook. Each pupil will be issued with a timetable at the start of the year which outlines the specific kit they require for each sport. If a pupil is unfit to participate in a PE lesson they are still expected to bring and change into, PE kit. However, a note from their parent/guardian will allow them to participate in an appropriate role, be it as coach, scorer, umpire/referee or peer evaluation. The only occasions on which pupils will be excused participation in lessons are situations such as a pupil in plaster with a broken limb.

Sport specific safety equipment (e.g. gumshields, shinpads) is required for football, hockey and rugby. Failure to wear the specific equipment will result in the pupil to unable to competitively participate in the lesson. The required equipment is communicated to pupils and parents via the schools website and pupil timetable. .

The KIT system is used to monitor PE kit. Pupils who fail to bring the correct PE kit will, in the first instance, be given a letter K in their planner and just issued with a warning and borrowed school kit. On the second occasion they will be issued with a letter I, then T on the third occasion. If this happens, a pupil is first issued with a stage 3 sanction and a full lunchtime detention. If this happens in another half-term, a stage 4 and an after-school detention is issued and an explanatory letter sent home. Pupils failing to bring a note will be expected to participate fully in a lesson. Pupils will be loaned spare kit if they fail to bring their own.

Pupils' notes will be retained for the duration of that term, stored securely in the PE office, and disposed of securely (shredded) at the end of the term.

Footwear in Physical Education

Appropriate footwear is essential for ensuring student safety and supporting effective participation in Physical Education. All footwear worn during PE lessons must be fit for purpose, meaning it should match both the activity being undertaken and the environment in which it takes place. Wearing unsuitable shoes increases the risk of slips, trips, and injuries, particularly during dynamic or high-impact movements.

Pupils are expected to change into appropriate footwear at the start of every PE lesson. Footwear should provide good grip, stability, and support, enabling students to maintain balance and move safely. Examples include:

- Indoor activities: trainers with non-marking soles that offer grip and cushioning
- Outdoor field activities: studded boots or suitable trainers that provide traction on grass or uneven surfaces

The chosen footwear must always be appropriate for both the location and the specific activity being taught.

Barefoot participation in Physical Education

In line with afPE guidance, pupils must take part in gymnastics barefoot. Working barefoot in gymnastics enhances safety by allowing pupils to grip apparatus and flooring more effectively. This increased sensory feedback helps pupils engage the muscles in their feet, improving control, balance, and stability.

Barefoot work also supports the development of high-quality movement. Without footwear, pupils can point their toes, articulate their feet more precisely, and produce aesthetically pleasing shapes and actions that are fundamental to gymnastics performance.

Pupils must remain barefoot **only** for the duration of the gymnastics activity and must wear appropriate footwear for all other PE lessons.

Lesson Resources

Churnet View Middle School prides itself with having a range of extensive teaching resources and equipment to enable teaching staff to meet the learning goals of its pupils in physical education. A kit inventory is kept by the head of department and any gaps in learning resources are accounted for and purchases are made using the annual PE budget.

Any damaged or condemned equipment is recorded with the head of department and a plan of action is put in place to replace or fix any damaged equipment. All health and safety issues are recorded on parago.

A pupil friendly health and safety poster is displayed in key teaching areas to remind pupils about equipment safety.

b. Checking PE areas are free from sharp objects and broken glass.

It is the responsibility of all teaching staff to check the learning areas where they will be teaching in is safe and free from any hazards that could cause harm to pupils.

All teaching areas should be inspected prior to the lesson to ensure it is safe to use. Subsequent alternative plans should also be considered.

If actions cannot be immediately taken to remove the area from objects and broken glass, another teaching area should be used to deliver the lesson and the hazards should be recorded on parago for site staff to action.

All hazards that are identified should be reported to site safety staff, removed, and recorded accordingly before the teaching area can be used again.

c. Location of safety equipment.

All staff will be briefed on the location of safety equipment during their induction process.

d. Reporting accidents.

Administration staff record all accidents. The accidents are recorded, monitored and then reported to Health and Safety meetings which take place each term.

Head of departments go over all accidents which are subject specific and routines are reviewed at departmental meetings.

e. Temporary staff / external sports coaches briefed on key health and safety requirements.

All staff will be given an induction by a member of site staff and given a handbook which outlines key health and safety requirements (e.g. fire evacuation routines).

Control to include:

a. Where to find safety information.

Teachers should be aware of:

1. Where to find health and safety information – During the induction process the head of department will brief new PE staff on health and safety. They will be given access to the AfPE health and safety guidelines book, the department health and safety folder and also required to read through all subject specific risk assessments.
2. The LEA Safety File containing safety circulars from the LEA.
3. LEA Health and Safety Policy.
4. Department health and safety folder and policy.
5. AfPE safety guidelines book.
6. Sport specific risk assessments.
7. School Health and Safety policy and where to find it.
8. The procedures for reporting accidents, particularly those that constitute an emergency.
9. The school's behaviour and discipline policies.

b. Regular safety checks.

1. PE Equipment is annually checked by appropriate agencies.
2. All staff check the safety of equipment daily, prior to use in lessons.
3. Periodic safety checks of PE equipment are carried out by members of staff EG gymnastics equipment is checked before a unit of work commences. An external agency also conducts an equipment check annually.
4. The First Aid qualified member of staff is O Simpson.

Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

All health and safety issues are reported on parago for site staff to complete.

Health and safety meetings take place termly with a member of the PE department (usually the head of department) present at the meeting. All key incidents and accidents are reported.

Departmental meetings take place each half-term which have a specific focus on health and safety. Key points discussed include routines, equipment and The safety of all teaching equipment is monitored daily by teaching staff.

All risk assessments are reviewed and updated annually. Key outcomes from health and safety meetings form the basis of newly identified risks and are included in the updated documents. New risk assessments are created for new curriculum areas and equipment.

Inclusion

Churnet View Middle School is committed to inclusion. The PE Department reflects this commitment and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy. However as Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question. In this instance staff are referred to guidance offered in AFPE's Safe Practice in Physical Education. The current version is 2017.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils'.
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, children, the school's senior management team and having sought guidance from AFPE, the school's Inclusion policy and from the LEA if necessary.

Equal opportunities

Planning and teaching are differentiated to ensure all children, regardless of physical ability, are engaged and included in all lessons. Through the support of their peers and staff, they are a valued member of any group or team. They are offered opportunities to take part in intra-school competitions and interschool activities and competitions where appropriate. A wide range of competitive games, both inter-school and intra-school, are offered to all children.

Extra-Curricular Activities

Introduction

Churnet View Middle School prides itself on its excellent reputation and record in PE and sport. As such we run a wide variety of extra-curricular clubs on a open-access basis. Pupils are not penalised for non-attendance but sports teams are usually selected from those who attend extra-curricular clubs. Inter-House competition is offered in all year groups.

Extra-Curricular Clubs

The PE department provides a wide range of extra-curricular clubs to encourage pupils to participate in physical activity beyond the classroom. Clubs run both at lunchtime and after school and are open to a variety of year

groups, offering opportunities across a range of sports and activities. These sessions are designed to promote enjoyment, skill development, teamwork, and healthy lifestyles, while also supporting pathways into school teams, competitions, and community sport.

Enrichment

Each year group will have the opportunity to access enrichment opportunities, which includes workshops delivered by specialist sports coaches across a wide range of sports, enabling pupils to develop new skills and broaden their experiences. In addition, all year groups will be offered the chance to participate in a sports-related trip designed to enhance their understanding of physical activity, promote teamwork, and inspire a lifelong interest in sport and healthy lifestyles.

Fixtures, Events and Competitions

As part of our commitment to providing a broad and balanced Physical Education curriculum, the school actively encourages and supports pupil participation in a wide range of fixtures, events, and competitions.

- **Range of Opportunities:** Pupils will be given access to sporting opportunities across a variety of disciplines, ensuring exposure to both individual and team sports. This includes traditional sports (such as football, netball, athletics, and cricket) as well as emerging and alternative activities designed to engage all pupils.
- **Level 2 Competitions:** The school will regularly participate in intra- and inter-school (Level 2) competitions, providing pupils with the chance to represent their school, build teamwork and resilience, and apply skills developed in lessons to a competitive environment. These events are inclusive, offering opportunities for pupils of all abilities to be involved.
- **Level 3 Competitions:** Where successful at Level 2, pupils will have the opportunity to progress to district, county, and regional finals (Level 3 competitions). We aim to celebrate and support those who represent the school at this higher level of competition, recognising their commitment and achievement.
- **Inclusion and Accessibility:** Our fixtures and competitions programme will provide opportunities for both performance-focused pupils and those who wish to participate recreationally. The school is committed to ensuring that every pupil has the chance to take part in an event or fixture during their time with us, regardless of ability level.
- **Partnerships and Pathways:** Through collaboration with local schools, community clubs, and School Games organisers, we will continue to broaden opportunities for pupils, creating clear pathways for progression in sport beyond school.
- **Values and Conduct:** Pupils representing the school in any fixture, event, or competition are expected to uphold the school's values, demonstrating sportsmanship, respect, teamwork, and resilience at all times. Pupils who do not meet the school's behaviour expectations, either in lessons, around school or in the local community, will not be eligible to represent the school in fixtures, events, or competitions.

This approach ensures that pupils experience a diverse and challenging calendar of sporting opportunities, supporting their physical, social, and emotional development while fostering a lifelong enjoyment of physical activity.

Team Selections

When selecting school teams, we aim to provide a fair and transparent process while ensuring the safety and practicality of participation. For many sports, we offer try-outs and extracurricular clubs so that all pupils have

the opportunity to demonstrate their ability and interest. However, the number of pupils who can be selected is often limited by competition rules, staff-to-pupil ratios, transport arrangements, and the number of seats available on school transport.

In addition, the school pays entry fees for a number of events, which means that teams must often be selected on capability to ensure competitiveness and value for money. We believe this approach is the fairest way to manage participation, while still striving to involve as many pupils as possible across the year.

Where possible, we will enter teams in a wide range of sports so that pupils have greater opportunities to represent the school and experience competitive sport. Our commitment is to provide balanced opportunities that allow pupils to challenge themselves, develop their skills, and take pride in representing Churnet View Middle School.

Cross Curricular Links

Links

PE staff teach in other departments within the school and bring their expertise to the teaching of Physical Education and vice versa. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

- 1. Science**
 - a. Health and Fitness.
 - b. Drugs and Abuse.
- 2. Maths**
 - a. Speed.
 - b. Distance.
 - c. Time.
 - d. Measuring.
 - e. Recording.
 - f. Handling Data.
- 3. English**
 - a. Speaking and Listening.
 - b. Subject-specific vocabulary.
- 4. Geography**
 - a. Map-reading.
- 5. Music**
 - a. Rhythm.
 - b. Tempo.
- 6. ICT**
 - a. Use of stop watches.
 - b. Use of digital camera and digital video.
 - c. Use of spreadsheets for recording and interpreting data.
 - d. Use of the internet.
- 7. Design Technology**
 - a. Cooking – sports nutrition
- 8. Art**
 - a. Different cultures – the use of masks – The Haka

Social Cultural Spiritual Moral

The teaching of PE offers opportunities to support the development of social, cultural, spiritual and moral understanding in our pupils through the way we expect them to work together and support each other in lessons. Their work in PE enables them to develop a respect for their peers' levels of ability and encourages them to co-operate across a range of activities and experiences. Pupils learn to respect and work with each other and develop a better understanding of themselves and of each other. During lunchtimes a team of school sports leaders arrange activities for all age ranges within the school which provides the opportunity for the older children to work with the younger pupils thus promoting integration, social inclusion and most importantly physical activity.

Assessment- "Head,Heart,Hands"

Churnet View Middle School's Assessment Policy informs all areas of the PE Department's assessment procedures. The PE Department will formally assess the progress of pupils at the end of each unit of work. The department uses the "Head,Hands,Heart" model to make summative judgements of pupil progress.

Effective delivery of the National Curriculum Expectations will ensure that pupils develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation. Using the concept of the Head (thinking) Hands (doing) and Heart (behavioural change) assessment model, teachers are enabled to credit pupils for a range of varied physical education strands.

Informal assessment is carried out on a lesson-by-lesson basis and may or may not be recorded, according to the preference of the individual teacher. In addition pupils complete a self-assessment booklet.

It is expected that good quality data will form part of the Primary to Intermediate and Intermediate to Secondary transfer procedures.

General

Security

Members of staff are responsible for safety and security of the sports buildings and facilities. The School Hall should be checked at the beginning of each period of use to ensure that the floor surface is clean and free of any hazardous materials or equipment.

Once staff have checked that pupils are outside the buildings, the areas should be left locked when not in use and lights turned out.

Pupils are not to enter the PE storage areas or office unless specifically invited to do so by a member of staff, and never without supervision.

Members of staff are responsible for the safety, well-being and conduct of all the students listed on their registers for the whole time they have been allocated to them for lessons. Students excused from participation due to illness or injury must remain under the supervision of a member of staff at all times.

Valuables

While every effort is made to ensure that all pupils' valuables and belongings will remain safe and secure during Physical Education lessons, pupils will be reminded that the PE Department and School will not be held responsible for items lost or stolen. Valuables will be collected and stored securely during lessons, however pupils are encouraged to leave items of value at home.

Wet Weather Contingencies

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. In PE lessons, the decision to switch lessons indoors will remain with the teacher responsible for that lesson; in Games lessons the decision will rest with the Team Leader (usually the Head of Department).

Whenever possible the lesson content should be maintained. For example if it is too wet to do Netball outside, the lesson can be taught equally well indoors. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.

Churnet View Middle School is lucky that because of the quality of indoor facilities it will rarely be necessary to collapse a practical lesson. However in the event that this becomes necessary the department will hold copies of sports related worksheets and activities in the PE filing cabinet or files on shelves.