



The Gleniffer Approach to...



PHYSICAL EDUCATION

Vision

Our Vision = HA-HA-HA

Healthy & Active

Quality T&L
Maximum Participation
'All Change' Policy
Broad BGE Curriculum
Choice Block
Extra-Curricular & Teams

High Attaining

Quality T&L
Positive presentation
Robust tracking & early intervention
Targeted Support
Parental engagement

High Achieving

Wide variety of choices for all levels
(N5/H PE, L6 Sports Development, L7 Ref)
Excellent Uptake
SfLLW / CRITICaL Skills
Effective Partnerships

Rationale

- Pupil wellbeing is our first priority – physical, mental, emotional, and social
 - Once we get this right, we believe our pupils will excel in their learning
- Teacher/Pupil relationships are key in the delivery of T&L and engaging pupils
 - We care about our pupils
 - We are interested in our pupils
 - We work with mutual respect
- Variety of courses keeps our young people in the department right up until S6
 - They enjoy being here and gain key skills for positive destinations
- Our BGE offers a broad range of activities for all to try
 - We aim to engage every pupil we see in at least one activity to encourage them to be active out with school

Department Ethos

We have an inclusive ethos to make sure everyone gets the best possible education in our department. Each pupil will have a balance between challenge and success through effectively differentiated lessons. We operate an 'All Change' policy where pupils wear PE kit regardless of illness or injury; this allows our young people to still engage in learning through adapted practical tasks, providing feedback to classmates, offering support as feeders, scorers, umpires or simply helping the teacher within the lesson. For pupils who forget or are unable to provide PE kit, we keep a stock that is laundered every day. Where additional support is required, we also keep personal kit for some individuals.

As a team, we offer high quality teaching & learning and, for continuous improvement, regularly reflect and evaluate our practice through self-evaluation and/or peer observations. We value the 'pupil voice' and actively seek and act on feedback to help improve our provision.

In PE, we place significant value on wider achievement. This is demonstrated in our course choices as well as adding on various awards within the Sports Development course (see below). Given our geographical location, large curricular uptake, extra-curricular, representative Gleniffer teams and organised trips, we very much feel we are the heart of the school by presenting a visually high profile. We love to promote all pupil achievements through 'Pupil of the Month', Values Board, Newsletter and Twitter.

Department Expectations

We promote and instil the whole school expectations of **Ready, Respectful** and **Safe**. These are particularly prevalent in PE due to the activities involved alongside the competitive element of PE.

Safety in PE is our number one priority. Staff ensure working areas are safe and that effective teaching strategies are used to ensure the safety of task; for example, gradual build-up for complex/challenging skills, or supporting pupils in gymnastics. Safe use of equipment is a 'must' and our young people are aware they must act safely with each other.

We encourage being **ready** by promoting our 'all change policy' and an 8-minute travel & change time so that lessons start promptly. Pupils are motivated with areas set up in advance so the earliest changed pupils can begin activity straight away; this maximises our teaching and learning time. Staff will nip in and out of changing rooms regularly to encourage pupils into their working areas quickly.

Staff demonstrate **respect** by engaging with pupils about their personal lives, be it their team matches at weekends, or other events they are involved in around the school. We ask that pupils respect their environment by looking after changing rooms and equipment within the department.

Our Broad General Curriculum (BGE)

Our first vision of 'Healthy & Active' is our key focus in BGE – getting them active as quickly as possible to raise heart rates and get them engaged. With physical activity being so crucial for physical, mental, emotional, and social wellbeing, being active in BGE is our main priority. Once the pupils are engaged, teaching and learning takes care of itself.

In the BGE our pupils engage in 14 (or more depending on choices) different activities in S1 and S2. This includes:

- 4 common activities (Football, Netball, Basketball and Volleyball) that we anticipate will carry on through to Nationals for practical performance assessments
- a pupil choice block
- 2 x testing weeks (to track physical health progression)
- a leadership block
- athletics, social dance, summer games, health & wellbeing, dance, badminton, tag rugby

Each block focusses on physical health with skill development, whilst simultaneously discussing our PE Significant Aspects of Learning and subsequent 'Benchmarks', and further, developing key transferable skills for life, learning and work: working with others, communication, problem solving, decision-making to name a few.

In S3 core PE, pupils have freedom of choice (staff and facilities dependent) to select a 'pathway' of their favourite activities in PE. This allows for maximum engagement and participation, and therefore, increasing overall health and wellbeing.

Our Senior Phase Curriculum

Our second and third visions of 'High Attaining' and 'High Achieving' come to fruition in our senior phase. PE staff engage in regular CLPL and have developed knowledge and skills to be able to offer a range of courses in senior phase.

Choices for S4 – Pupils can choose a 'Creative & Aesthetic' or 'Team Games' National 5 PE course. These courses are also suitable for bi-level teaching and as such, we offer a National 4 option*. The specific choices of National 5 allows for a more personalised experience within the department so that each year we can tailor coursework to suit the individuals in front of us. Pupils are assessed in 2 practical activities (of their choice) and also complete a 'Portfolio' throughout the year. There is no exam for National 5 PE.

*If required, we can support pupils through National 3 coursework to secure a qualification

Choices for S5/6– Pupils can select from Higher PE, Level 6 Sports Development or Level 7 Refereeing (not all 3 in one year). There is also an option in S5 for pupils to take part in 'Leisure PE'.

Higher – Higher pupils will have passed National 5 PE (preferably at A or B level). They will be assessed in 2 practical activities (of their choice) and also work towards an exam in May. There are regular monitoring periods throughout the year for early intervention and parental engagement to ensure pupils are fulfilling their potential and can achieve the best possible grade.

Level 6 Sports Development* – Pupils work throughout the year to develop their knowledge and skills to deliver practical sessions to younger pupils. They plan, deliver, and evaluate sessions and complete primary placement. Pupils also research why activity is so important to an individual's health and also to the wider community. They complete an extensive folio of work including a final practical assessment whereby they prepare a big sporting event at the end of the year.

*Pupils who are at risk of achieving this can remain in class and gain a **Level 5 Leadership Award**.

*Pupils also gain additional certificates/awards (e.g. intro to volleyball/handball/dodgeball etc.)

Level 7 Refereeing* – Pupils learn about the 'Laws of the Game' in order to develop their knowledge to effectively referee a full game and also pass an online assessment (79% pass mark). They experience significant amounts of practical to allow the 'refs' and assistant referees to practice their knowledge in a practical setting. Pupils must engage in the theoretical aspects of the course by completing all relevant paperwork associated to becoming a football referee.

*Any pupils who didn't do Higher PE will also get a **Higher PE performance unit** through this course.



LEARNING TODAY FOR A BETTER TOMORROW