

Kinellar School

H&WB Policy & Procedures



March 2015



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Rationale and Aims

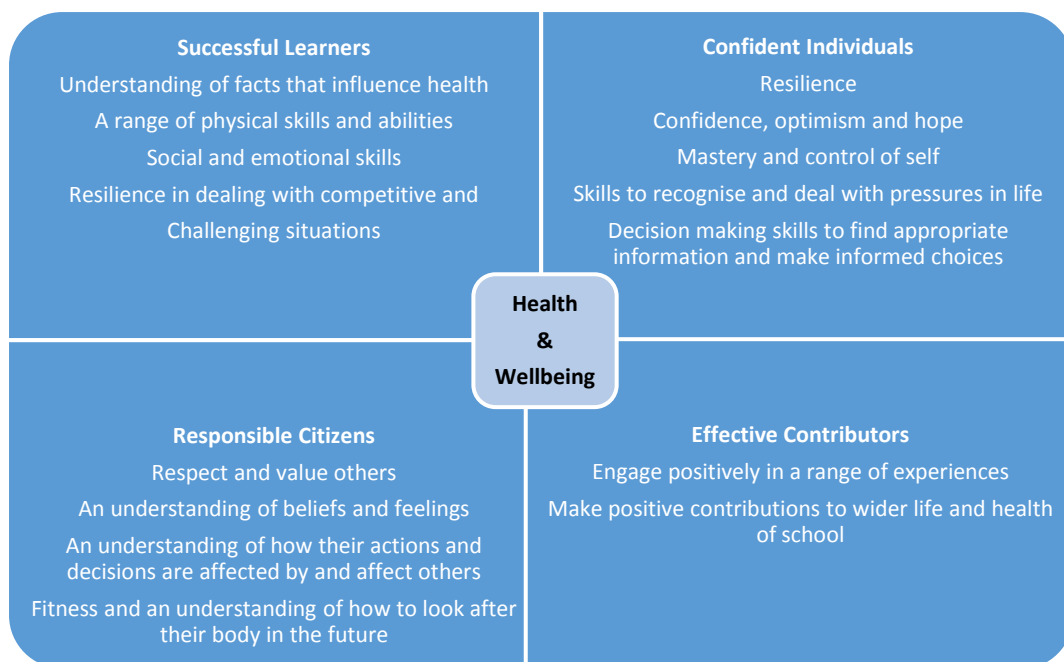
“Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- Experience challenge and enjoyment.
- Experience positive aspects of healthy living and activity for themselves.
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- Make a successful move to the next stage of education or work.
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.”

***Health and Wellbeing
Principles and Practice***

Aims

We aim to deliver a health and wellbeing programme which allows teachers scope to plan for a wide variety of experiences which will enable young people to develop the knowledge, skills and capacities which they need for mental, physical, social and emotional wellbeing now and in the future. We aim to deliver two sessions of physical activity per week. Through our programme of work, we hope to develop:-





Curriculum

Experiences and Outcomes

A variety of activities have been created for Early, First and Second Level based on the Health and Wellbeing outcomes and experiences from Curriculum for Excellence.

These have been structured underneath the following organisers:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Teachers are expected to identify appropriate learning and teaching styles to suit the needs of their pupils while recognising the importance of active learning and the capacities of Curriculum for Excellence.

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust.

Working with Parents / Carers

The positive and continuing engagement of parents is essential to ensure the aims of this policy are met. This will include a range of actions and approaches including:

- Parental partnership in recognising health priorities over the school session.
- Communication with parents and carers on health and wellbeing themes and health related issues in school
- Engagement with parents on how to deal with sensitive health issues such as Sex Education
- Opportunities for parents to work with the class and support the learning of children.



Working with the Community

School staff demonstrate sensitivity and non-judgemental attitudes when considering the lifestyles, life circumstances and cultural diversity of the pupils, their families and the broader local community. School staff should encourage positive qualities in pupils of self-esteem, confidence, initiative, resilience and emotional intelligence to ensure children can become responsible, caring and effective contributors to their community.

Working with other professionals and outside agencies

Kinellar School welcomes the involvement of all professionals committed to improving the health and wellbeing of pupils through our health and wellbeing programme. To ensure children receive the highest quality education we may work in partnership with the following:

- School Doctors
- School Nurses
- Road Safety Officer
- Health Promotion Team
- Dentists
- Active Schools Co-ordinator
- Speech and Language Therapists
- Community Education
- Fire Service
- Local Secondary School and Colleges

Assessment

Assessment is an integral part of the learning and teaching cycles. We undertake assessment that is:

- Well matched to clearly identified purposes and encourages learners
- Emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress
- An appropriate blend of self, peer and teacher review
- Both formal and informal



Health and Wellbeing Progression

When planning programmes of work in Health and Wellbeing the Kinellar Health and Wellbeing programme of work progression should be followed.

	Term 1	Term 2	Term 3	Term 4
Nursery	Mental, Emotional, Social, Physical / Planning for Choices & Changes / Relationships – Taught each day through learning contexts and visitors Food & Health – Taught and experienced each day through snack, hand washing, teeth brushing Substance Misuse – Safety in Nursery regularly discussed with pupils			
P1	My body	Feelings	Safety	Keeping clean
P2	Road Safety	From source→consumer	Healthy Diet	Who can help me?
P3	Making the right choice	Positive Friendships	Body Parts and Functions	Staying safe in an emergency
P4	Emotions	Physical Activity & Health	Advertising on Food	Medicines
P5	Respect	Healthy Eating	Living and Growing	Maintaining Friendships
P6	How to help in an emergency	Peer Pressure	Substance Misuse	Road Safety (bikeability)
P7	Positive Friendships & Social Media	Careers / Wider world of work	Living and Growing	Preparing for S1



Physical Education, Physical Activity and Sport

Rationale

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

*Health and Wellbeing
Principles and Practice*

Key Principles

Physical Education in Kinellar School will encourage life-long learning by providing pupils with an experience that is:

- Planned
- Developmentally Appropriate
- Inclusive
- Connected

In addition to 2 hours of planned physical education sessions, physical activity and sport will take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community.

Physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunch times, within and beyond the place of learning.

Structure of a PE Lesson

- Warm up related to skills (5 minutes)
- Skill development (20 minutes)
- Use skill development in a small game situation (10 minutes)
- Cool down (5 minutes)



Planning for PE

When planning PE teachers will use Kinellar PE progression, in discussion with PE specialist, to ensure breadth and depth of the curriculum is covered.

Nursery – P3 Early and Basic Moves

Class	Term 1	Term 2	Term 3	Term 4
Nursery	Space Bubble Balance & Co-ordination - static / dynamic - upright/mid/lying Travelling - walk - run	Space Bubble Balance & Co-ordination - static / dynamic - upright/mid/lying Object Control - throw - catch	Space Bubble Balance & Co-ordination - Sectors Travelling - jump 2-2 (long)	Space Bubble Balance & Co-ordination - Rotation – rocking/rolling/turning/twisting/spinning Object Control - Ball roll
P1	Space Bubble Balance & Co-ordination - Static - Up/Mid/Lying Travelling - Jump 1-1 (hop) - Run Object control - throw - catch	Space Bubble Balance & Co-ordination - Sectors & Parts Travelling - Gallop - Jump 2-2 (long) Object Control - Kick - Trap (feet)	Space Bubble Balance & Co-ordination - Rotation – rocking/rolling/turning/twisting/spinning Travelling - Side Step - Jump 1-1 (leap) Object Control - ball roll	Space Bubble Balance & Co-ordination - All Travelling - Skip - Jump (1-2) Object Control - Throw (over arm)
P2	Space Bubble Balance & Co-ordination - Dynamic - Up/Mid/lying Travelling - Climb - Swing Object Control - Dribble (hands)	Space Bubble Balance & Co-ordination - Stopping - Landing Travelling - Jump (2-2 high) - Jump (2-1) Object Control - Dribble (feet)	Space Bubble Balance & Co-ordination - Dynamic - Rotations Travelling - Run - Jump (1-1) Object Control - Dribble (stick)	Space Bubble Balance & Co-ordination - Sectors & Parts Travelling - Gallop - Jump 2-2 (long) Object Control - Kick - Trap (feet)
P3	Space Bubble Balance & Co-ordination - Rotation – rocking/rolling/turning/twisting/spinning Travelling - Side Step - Jump 1-1 (leap) Object Control - Volley (hands)	Space Bubble Balance & Co-ordination - All Travelling - Skip - Jump (1-2) Object Control - Strike (bat)	Space Bubble Balance & Co-ordination - Dynamic - Up/Mid/lying Travelling - Climb - Swing Object Control - Strike (stick)	Assess All Basic Moves and revisit areas needing development.



P4-P7 Developmental PE & Sport Education

Class	Term 1	Term 2	Term 3	Term 4
P4	<p>Developmental Games</p> <ul style="list-style-type: none"> - Striking and Fielding Games Recap sending and receiving with racquet and bat Principles of Arrack Small sided games to ensure involvement – rounders / French cricket / Swedish long ball 	<p>Developmental Gymnastics</p> <ul style="list-style-type: none"> - Rolling – forward / backward - Balance – static and dynamic - Jump – with rotations <p>Link together into routine (2 rolls, 2 balances, 2 jumps)</p>	<p>Developmental Games</p> <ul style="list-style-type: none"> - Central Net Games Focus on principles of attack High net – throw ball / small ball / shuttle Low net – throw ball / small ball / shuttle 	<p>Developmental Athletics</p> <ul style="list-style-type: none"> - Running (Sprint – 100m) - Jumping (long) - Throwing (javelin)
P5	<p>Developmental Games</p> <ul style="list-style-type: none"> - Invasion Games Ball at feet/in hands/with stick Principles of Arrack Small sided games Look for space 	<p>Developmental Gymnastics</p> <ul style="list-style-type: none"> - Climbing and Swinging - Rolling – on apparatus - Jumping – take off and landing Use Apparatus 	<p>Developmental Games</p> <ul style="list-style-type: none"> - Target Games - focus on aim & distance Club Golf Slide to target – (quoits – curling) Throw to target – (Frisbee golf) 	<p>Developmental Athletics</p> <ul style="list-style-type: none"> - Running (Sprint 100m / 200m) - Jumping (high) - Relay 4x100
P6	<p>Developmental Games</p> <ul style="list-style-type: none"> - Striking and Fielding Games Recap Principles of Attack Introduce Principles of Defence Small sided games to ensure involvement – rounders / French cricket / Swedish long ball 	<p>Developmental Gymnastics</p> <ul style="list-style-type: none"> - Rolls - recap - Rotations – cartwheel - Balance – Headstand - Jump (tuck/straddle) <p>Link together into routine 3 rolls, 3 balances, 3 jumps – linked together</p>	<p>Sport Education Topic</p> <ul style="list-style-type: none"> - Linked to central net games - Recap Principles of Attack - Introduce Principles of Defence - Design your own - Compete in tournament 	<p>Developmental Athletics</p> <ul style="list-style-type: none"> - Running (Distance 400m / 800m) - Running (Hurdles – 100m) - Throwing (discus/quoit/frisbee)
P7	<p>Developmental Games</p> <ul style="list-style-type: none"> - Target Games - recap aim & distance - Introduce tactics Club Golf Slide to target – (quoits – curling) Throw to target – (Frisbee golf) 	<p>Developmental Gymnastics Apparatus</p> <ul style="list-style-type: none"> - Jumps - Rolls - Swing - Climb - Balance <p>Develop control over movements Create gymnastic display to show parents/classes</p>	<p>Sport Education Topic</p> <ul style="list-style-type: none"> - Linked to Invasion Games Recap Principles of Attack Intro Principles of Defence - Design your own - Compete in tournament 	<p>Open Championship</p> <ul style="list-style-type: none"> - 100m - 100m hurdles - 200m - 400m - 800m - Javelin - Long Jump



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Resources

Borders PE
Basic Moves