

***Shanghai Rego International
School***

***Physical Education Department
Handbook***

"Physical Education is that part of Education which proceeds by means of, or predominantly through, physical activity; it is not some separate, partially related field".

Voltmer and Esslinger, 1949.

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Introduction

Welcome to the Physical Education department at Shanghai Rego International School (SRIS). Since the schools opening in 2003 we have strived to provide a curriculum that is broad yet balanced and in recent years we have seen some exciting developments in sport as a whole at the school. We are also very proud of the extensive extra curricular programme that has grown over the years, providing a whole host of physically challenging activities for our students out of school hours.

Over the last few years we have seen a steady increase in the variety of sports and physical activities available to students and at various stages of their education they can now experience no fewer than 30 different sports or activities. These include traditional sports such as football, netball, cricket or basketball, delivered during Physical Education lessons and after school clubs, to more extreme activities like rock climbing, snow boarding and canoeing, experienced on the departments residential expeditions.

In providing such opportunities and experiences for our students, we hope to encourage and foster the development of the 'Whole person' and not simply the 'Academic.' In this respect Physical Education can truly be considered a holistic subject, catering to the social, emotional, intellectual and physical development of our children. It is therefore viewed as an extremely important subject within the school community and is compulsory for all.

The opportunities we provide are possible thanks to the commitment of the students, parents and staff alike and with continued support from these athletes, cheerleaders and coaches, I am confident we will continue to see positive developments in Physical Education and sport at SRIS. The purpose of this handbook therefore, is to provide these same people with a point of reference and further improve communication across the whole school community. It contains most of the practices, policies and regulations that govern Physical Education and sport at SRIS, is reviewed annually and approved by the schools Principal.

Daniel Iddon
Director of Physical Education and Sport
Shanghai Rego International school

Philosophy

Physical Education and sport can form an integral part of a young person's life at school. It can be viewed by some students as a subject in which they excel and an opportunity to develop their skills in sports and activities they passionately enjoy. For others it serves as a break from the traditional classroom environment and a chance for fun and games with friends. For an unfortunate few however, it can present a nightmare of uncertainty and unwelcome attention toward their physical self, often at a very self-conscious age.

At SRIS the teaching staff realise we are all different. Students come to us from a diverse collection of backgrounds, possess a variety of individual skills or abilities, learn most effectively from a range of or one particular teaching methodology and almost certainly have differing outlooks on the role sport and exercise can play in their lives.

In response to these individual requirements and sometimes unique perspectives, Physical Education is taught and sport provided for with two key principles in mind:

"Excellence and enjoyment."

Excellence; in that we provide for and promote excellent attainment in Physical Education Lessons and extra-curricular sports events

Enjoyment; in that we want all our students to be happy in their PE lessons, enjoying their sport and exercise regardless of ability, gender, race, religion or culture

No one student is judged on their physical performance alone, but also on the enthusiasm, energy and enjoyment they bring to each and every Physical Education lesson and sporting event.

Aims & Objectives

Aims

The aim of Physical Education at SRIS is to provide appropriate opportunities and experiences for our students to achieve their optimum potential in sport, physical activity and health related exercise.

We are primarily concerned with the development of physical abilities, but the related aspects of knowledge and understanding are also vital components if we are to foster a lifelong commitment to an active and healthy lifestyle.

Additionally, the development of personal skills within a social setting can be enhanced by participating in an appropriate and sensitively designed Physical Education programme.

Furthermore, we acknowledge that the aim of Physical Education is to encompass enjoyment and satisfaction and therefore encourage and promote all of the above.

Objectives

The objectives in Physical Education (Reference: Physical Education 5-16 HMI) are to:

- Develop an understanding of the importance of exercise in maintaining a healthy life
- Develop a range of psycho-motor skills
- Maintain and increase physical mobility and flexibility
- Develop stamina and strength
- Develop understanding and appreciation of the purposes, forms and conventions of a selection of physical activities
- Develop the capacity to express ideas in dance forms
- Develop the appreciation of the concepts of fair play, honest competition and good character
- Develop the ability to appreciate the aesthetic qualities of movement
- Develop the capacity to maintain interest and to persevere to achieve success
- Foster self-esteem through the acquisition of physical competence and poise
- Develop self-confidence through understanding the capabilities and limitation of oneself and others.

The National Curriculum and Physical Education

The 1988 Education Act stipulates that through the National Curriculum Framework, all children have an entitlement for Physical Education during their normal course of study.

Within the National Curriculum, children at various stages of their education will have experience in up to six programmes of study, these being:

- Athletic activities
- Dance
- Games
- Gymnastic activities
- Outdoor and Adventurous activities
- Swimming

Key stage 1: students must be taught the Knowledge, skills and understanding through Dance activities, Games activities and Gymnastic activities.

Key stage 2: students must be taught the Knowledge, skills and understanding through five areas of activity:

- a. Dance activities
- b. Games activities
- c. Gymnastic activities

and two activity areas from:

- d. Swimming activities and water safety
- e. Athletic activities
- f. Outdoor and Adventurous activities.

N.B. Swimming activities and water safety must be chosen as one of these areas of activity unless pupils have completed the full key stage 2 teaching requirements in relation to swimming activities and water safety during key stage 1.

Key stage 3: students must be taught the Knowledge, skills and understanding through four areas of activity. These should include:

a. Games activities

and three of the following, at least one of which must be Dance or Gymnastic activities :

b. Dance activities

c. Gymnastic activities

d. Swimming activities and water safety

e. Athletic activities

f. Outdoor and Adventurous activities.

Key stage 4: students must be taught the Knowledge, skills and understanding through any two of the six activity areas.

After assessing the needs of our students, an appropriate programme of study has been devised which uses all the resources available, ensures a broad, balanced, progressive, differentiated, coherent and relevant curriculum is accessible to all SRIS students (Appendix A).

Physical Education Lessons at SRIS

- Foundation Stage students will participate in one 80 minute Physical Education lesson and one 40 minute swimming lesson per week.
- Key Stage 1 students will participate in two 40 minute Physical Education lessons and one 40 minute swimming lesson per week.
- Key Stage 2 students will participate in one 80 minute Physical Education lesson and one 40 minute swimming lesson per week.
- Key stage 3 and 4 will participate in two 80 minute Physical Education lessons each week. Swimming/water safety lessons are included within these lessons as stipulated by the Physical Education Curriculum (Appendix A).
- Key stage 5 students will participate in one 80 minute Physical Education lesson each week. These students also have one afternoon per week in which they will leave the school premises to pursue a physical or health related activity of their choice (Appendix D).

All Physical Education and swimming lessons at SRIS are compulsory. Each and every student is expected to participate in all such lessons unless they have been excused by the relevant class teacher. Students may only be excused from Physical Education and Swimming lessons if they are injured or unwell. In all cases a letter must be provided by the student's parents explaining the reasons why the student should be excused.

Such a letter will excuse the student from that lesson only. Subsequent letters must be provided if the student is to be excused from future lessons. If a student is excused from more than two consecutive lessons, a letter must be provided from a registered medical practitioner that details the reason for and how long the student should be excused from Physical Education lessons. Any excused students will be given appropriate tasks to complete during the lesson.

Students should be on time for their lessons and of smart appearance. No extremes of fashion or alteration to the school uniform will be tolerated.

Students should only wear the sports uniform provided by the school during Physical Education and swimming lessons (Appendix B). In the event this is not available, students should provide a letter from their parents to explain why they do not have the correct sports kit and provide alternative clothing appropriate to the activity.

In the event of inclement or excessively hot weather, the SRIS PE staff will always attempt to proceed with timetabled lessons indoors. However, where this is not possible due to limited indoor space, alternative activities will be scheduled. Any decision relating to such matters will

be taken by the PE staff. Students must therefore bring their kit on such days, even if the weather appears inappropriate to the timetabled activity.

No jewellery of any kind is allowed to be worn during Physical Education and swimming lessons. If a student wishes to have their ears pierced, please do so during the summer vacation so the wound/s have time to heal. If students are unable to remove or replace jewellery themselves, please do not send your child to school wearing such items on days they have Physical Education lessons or swimming lessons.

Lockers for personal belongings are available to all students during Physical Education and swimming lessons, but students are discouraged from bringing valuable items to such lessons. If they are seen in use during a Physical Education lesson, mobile phones and media devices will be confiscated until the end of the school day.

N.B. In all cases students are responsible for the safety of their own belongings. Staff do not take responsibility for the loss of or damage to such items at any time.

Assessment in Physical Education at SRIS

In Key Stages 1 and 2 the students will be assessed at the end of each topic both on effort and ability.

The Primary School report at the end of each term will contain a list of 10 comments upon which each child will be assessed. The students will be given a level of attainment and an indication of where they are performing within this level, 'Working towards; working within; working beyond.

Secondary school students are assessed at the end of each unit of work completed in Physical Education lessons and in accordance with the National Curriculum Levels of Attainment.

For example: After 5 weeks of football a student will be awarded a Level of Attainment from level 1-8 in football (1 = the lowest, 8 = the highest; **Appendix C**).

In addition each student will also be graded on their effort in class on a scale of 1-5 (1 = the highest, 5 = the lowest). These grades are awarded in terms of student attendance, punctuality, attire, attitude and motivation in class.

At the end of each term a school report will be produced including a page for Physical Education. The level of attainment and effort grade displayed in the Physical Education report will reflect the student's average level of attainment and Effort grade for that term only.

In the final school report of the year, the level of attainment and effort grades will reflect the student's average performance over the full academic year.

Students in Key stages 4 and 5 will not receive a Level of attainment and will be awarded an effort grade only.

Students studying GCSE Physical Education are assessed in accordance with the requirements of the awarding body. Please see 'GCSE Physical Education at SRIS' for more information.

GCSE Physical Education reports are compiled in the same way as other Key stage 4 Physical Education reports, but will also contain an estimated GCSE grade and an end of term/year examination score if applicable.

GCSE Physical Education at SRIS

The SRIS Physical Education GCSE is awarded by Edexcel, a UK examinations body. The course is divided into two very distinct sections;

- Course work: Forms 60% of the final grade
- Written exam: Forms 40% of the final grade

The course work is largely practical in nature. Student's skills and abilities in a variety of sports are assessed throughout the course. Their best four assessment scores are then submitted to the exam board (25% of coursework), accompanied by scores from pre-arranged assessment days and video evidence of these performances (25% of coursework).

Students must also take part in a short interview, a section of their course work titled 'Analysis of Performance' (10% of coursework). During this interview they must analyse an athlete's performance in one of the four activities they will be assessed. The objectives of the interview are to assess a candidate's ability to identify strengths and weaknesses in an athletic performance, whilst also suggesting ways in which to improve the quality and effectiveness of that performance.

In addition, students must also produce a 'Personal Exercise Programme' (PEP). This carries no marks but is a requirement of the course.

The written examination is 1 hour and 45 minutes long and consists of three sections:

- Part I: Multiple-choice questions
- Part II: Short-answer questions
- Part III: Scenario questions

Each of the three sections will test the student's knowledge of the theory element of the course; 'Factors Affecting Participation and Performance'. This will include the following topics:

- Exercise and Training
- Safety Aspects and Risk Assessment in Physical Activity and Sport
- Applied Anatomy and Physiology

Any student wishing to enrol on the GCSE course is strongly advised to consult with SRIS Physical Education staff before doing so. All students who take the course will be challenged both physically and academically. Being a good athlete is no guarantee of success, but is a prerequisite for a worthwhile GCSE result.

Swimming at SRIS

At SRIS we intend to give all our students the opportunity to develop their confidence, ability, skills and therefore safety in water.

Swimming should not be thought of as just a sport. It is a life skill and is the entitlement of all children, just as they are taught to read or write. If a child does not learn to play football or netball whilst at school, they miss out on an experience. If they do not learn to swim, they could one day lose their lives.

In response to these firmly held beliefs, the school has adopted the Swimming Teachers Association (STA) schemes and awards from the United Kingdom (UK). Founded in 1932, the STA is a registered UK charity that focuses on achieving:

"The preservation of human life by the teaching of swimming, lifesaving and survival techniques."

Additionally it is the only swimming organisation that has Qualifications and Curriculum Authority (QCA) approval and has an award scheme appropriate to all ages and abilities (Appendix F).

Students in Foundation Stage will complete the 'First Steps' awards scheme. These are designed to help younger children develop confidence in the swimming pool and range from awards 1-14.

Key Stage 1 and 2 swimmers will begin the 'Main STA award scheme'. Each of the four levels in this scheme, 'Octopus, Gold fish, Angel fish' and 'Shark' have three sections to complete, each more difficult than the last. In addition these skill awards are supplemented by the 'Kingfisher' diving scheme and the 'Seal' personal survival awards.

High school students take part in the 'Advanced swimmer and 'Water safety skills' courses. These range from 'Bronze to Gold' and on completion conclude with the 'Platinum award'. Key Stage 3 students will also complete the 'Otter' series of awards giving them the knowledge to apply basic first aid.

Students will also be taught the correct technique for 'Front crawl, Back crawl, Breast stroke and Butterfly.' Awards are available for consistently demonstrating good technique in any of the four strokes, as are distance awards from 10-1500 meters.

The high school also has a swimming squad that trains weekly and competes against other International schools and Chinese schools in Shanghai. This is a club aimed at the schools best swimmers and where competition is taken seriously.

N.B. All students follow the STA swimming schemes but awards and certificates are only available at cost. The school has the final say in what student/s take which level/type of award. Primary teaching staff are responsible for monitoring the attendance, participation and progress of their students during swimming lessons.

Extra Curricular Sport at SRIS

The school is currently a member of two competitive sports associations in Shanghai. The 'Shanghai International Schools Athletics Confederation' (SISAC) and the British International Schools Sports and Athletics Confederation (BISSAC).

SISAC was formed in 2004 with the intention of providing competitive sporting opportunities for International secondary/high school students in Shanghai (Years 10-13). To date the SISAC calendar has three sports seasons for both senior boys and senior girl's competitions.

Autumn: Volley ball **Winter:** Basketball **Spring:** Football (Soccer)

BISSAC was also formed in 2004, but with the intention of providing competitive sporting opportunities for middle school students (Years 6-9). To date the BISSAC calendar has seven sports tournaments or seasons for boys and girls.

October	Touch rugby
November	Football (soccer)
December	Swimming
Jan-Mar	Netball
April	Athletics
May	Basketball
June	Cricket

Internally the school also provides many non-competitive or inclusive sporting events throughout the year. These fixtures are designed for all the schools students to participate and are simply for fun. They operate under the house system and as with all school sports events, place great emphasis on fair play and sportsmanship.

Primary/Secondary school Sports Days
Whole school Swimming Galas
KS1 and 2 Inter-house tournaments
KS3 Inter-house sports seasons

N.B. To participate in any of the inter-school fixtures a student must complete and return a consent form at least two weeks before the date of said sports event ([Appendix D](#)). A detailed fixture list will be provided at the start of the school year ([Appendix E](#)) with updates announced in the parent bulletin.

Visits to local away fixtures operate on a staff to student ratio of 1-18. Residential sporting fixtures observe the whole school staff to student ratio of 1-8.

Such excursions should be considered a privilege and not a right at SRIS. The Physical Education department retains the right to refuse students a place on such visits based on academic performance and behaviour in school.

All persons attending away fixtures are subject to school rules and sanctions for the duration of the excursion.

Physical Education Expeditions.

The school organises two residential Physical Education expeditions that run Bi-annually. As student number increase it is hoped both trips will operate annually.

The first of these exciting opportunities takes place in October. Students and staff fly to Guilin in the South of China, then travel by bus to the picturesque town of Yangshuo. Here we set up camp in the 'Lizard Lounge,' home of 'China Climb' and our guides for a week of adventure.

Students have the chance to take part in range of outdoor pursuits including rock climbing, abseiling, canoeing, mountain biking, hiking and caving.

In addition we also get the chance to sample some Chinese culture at the local cookery school and on past expeditions have witnessed demonstrations of skill from 'Kung Fu' Masters, Cormorant fishermen' and 'Tai Chi instructors.'

In March students can attend the schools alpine expedition. All who attend receive full tuition in the wonders of alpine skiing or snow boarding and experience a varied range of après ski activities in the evenings.

Past trips have visited Northern of China, but future expeditions will travel further a field to Saint Gervais in the French Alps.

All Physical Educations expeditions are organised with safety at the forefront of our plans. Whilst making our expeditions as affordable and enjoyable as possible, we always try to ensure the highest standards of safety for our intrepid explorers. All tour operators, guides and instructors will be fully qualified to lead such activities and students are insured by the school for the duration of the expedition.

We welcome any feedback or suggestions from all members of the school community in relation to Physical Education expeditions. We are always looking to increase the variety of the experiences we offer our young people and will attempt to tailor all such trips to the needs and wants of the student/parent body. We would therefore appreciate any comments or feedback you may have.

N.B. All Physical Education expeditions are subject to availability. Places will be limited so students can only reserve a place on a first come first served basis.

Residential excursions observe a staff to student ratio of 1-8.

Such excursions should be considered a privilege and not a right at SRIS. The Physical Education department retains the right to refuse students a place on such visits based on academic performance and behaviour in school.

All persons attending such trips are subject to school rules and sanctions for the duration of the excursion and must remain as a member of the travelling party until the journeys end.

Rules of the Physical Education Department at SRIS

Rules and regulations exist in all our lives to keep us safe and ensure day to day activities operate as planned. Whilst it is impossible to cover all eventualities, the Physical Education department has set some very specific rules that we hope students will observe and respect.

•**Students must be punctual for all Physical Education lessons and in correct school uniform:** We have a lot to do in the short time we have. If just one student is late for their Physical Education class, the entire lesson is delayed.

•**No mobile phones or other media devices:** Students don't need them in school and the unfortunate reality is your only tempting thieves. Leave them at home and keep them safe.

•**Excuse notes must be provided by the student's parents or Doctor for non participation and incorrect kit:** Please see 'Physical Education Lessons at SRIS' for more details.

•**Students must have the correct SRIS sports kit for Physical Education or Swimming lessons (Appendix B):** In the event this kit is not available students should provide alternative clothing appropriate to the activity that lesson. Please also remember a water bottle and sun block for hot weather and a towel for showering after each and every lesson.

•**No Jewellery to be worn for Physical Education lessons:** Horrific injuries can occur to the wearer of such items or others on the sports field. Please remove all jewellery before the start of your Physical Education Lesson. If students are unable to remove or replace jewellery themselves, please do not send your child to school wearing such items on days they have Physical Education lessons, Swimming or any type of physical activity.

•**No entry to the Physical Education store room without a member of SRIS staff being present:** There is heavy and therefore dangerous equipment in the Physical Education store room. Please do not go into this room without a member of staff.

•**No aerosols indoors:** These can trigger asthma attacks. Please apply spray deodorants and perfumes outdoors.

•**Students must not use the main sports pitch without consent of a member of staff. Correct footwear must be worn when using any of the schools sports facilities and eating or drinking is not allowed on or in the schools sports facilities:** We want to keep the schools facilities in the best possible condition. Please respect these rules to help us do so.

•**No entry to the swimming pool complex without a member of staff:** Under no circumstances are students allowed into the swimming pool complex unattended.

•**No loitering or climbing on the swimming pool complex steps:** It is unsafe to congregate on the steps of the swimming pool complex. Please refrain from doing so.

Rewards and Sanctions in Physical Education at SRIS

The Physical Education Department follows the same rewards and sanctions policies as the rest of the school and when appropriate implements 'Positive discipline'.

In addition to the schools 'House points' and 'Merit system' the Physical Education department awards 'Certificates of Achievement' for exceptional athletic performance and endeavour in class. Primary school students are also awarded 'Stars' at the discretion of the Physical Education staff to reflect good behaviour and athletic achievement in class.

All inappropriate behaviour or infractions of school rules are dealt with on an individual basis and whilst it is impossible to cover all eventualities in this handbook, below is a general guide Physical Education staff follow when dealing with such incidents.

Stage 1: **All students** - are given a warning from the member of staff in question concerning their conduct/behaviour.

Stage 2: **Years 1-4 students** - have a note written to parent/s in their student planner. This is to make the parent/s aware of the situation in question and should they wish it, invite them to discuss the matter further.

Years 5-13 students - receive a break or lunch time detention. These start at the beginning of break or lunch and not after the student has purchased refreshments. If the detention is at lunch time the student will have ample time for lunch after the detention.

Stage 3: **Years 1-4 students** - parents are contacted by the student's class teacher and asked to attend a meeting with the head of the primary school. In this meeting all parties can discuss the situation in question with the aim of resolving the issue.

Years 5-6 students - after receiving three break/lunch time detentions for any reason, have their parents contacted by the class teacher and asked to attend a meeting with the head of the primary school. In this meeting the issue in question can be discussed by all parties and hopefully resolved.

Years 7-13 students - after receiving three break/lunch time detentions for any reason, receive an evening detention at 15:45 hours.

Stage 4: **All students** - are referred to their Key Stage Coordinator/Head of school. They will then make any decision related to the student/s future at SRIS.

N.B. As previously stated above, all cases of student indiscipline are dealt with on an individual basis and the above is only to be considered a guideline. In severe cases of indiscipline, the school reserves the right to deviate from this guide.

Appendix A

Curriculum Map

Appendix B

Kit list

SRIS Physical Education Uniform

Physical Education:	School PE T-shirt
	Plain dark blue shorts
	White socks
	1 pair training shoes (outdoor use)
	1 pair training shoes (indoor use)
	Towel and shower items
	Dark blue school tracksuit
	Water bottle (to contain water only)
	Hair tie (for long hair)
Swimming:	Dark blue school swimming trunks/costume
	Dark blue/white swimming cap
	Towel and shower items
	Water bottle (to contain water only)
Recommended items:	Black or dark blue sun cap for hot weather
	Sun block for hot weather
	Black or dark blue gloves for cold weather

•Students who suffer from asthma must bring their medication to all Physical Education and Swimming lessons. This should be given to the class teacher at the beginning of the lesson.

•Students who wear spectacles are advised to exercise caution during Physical Education practical activities. Unless a greater risk to safety is created by not wearing such items, students should attempt physical activities without wearing their spectacles. Ideally such students would wear contact lenses or specialist sports spectacles with safety strap.

•The wearing of goggles during swimming lessons is a personal choice. We would prefer swimmers to wear such items as they do assist some students perform to a higher standard in the swimming pool. However, it is our duty to inform parents that goggles themselves can be a hazard if misused.

Appendix C

Level descriptions

Assessment in Physical Education

Levels of Attainment

Level	Acquiring and developing Skills	Selecting and Applying Skills	Evaluating and Improving Skills	Developing Knowledge of Understanding of Fitness and Health
1	Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination.	They start to link these skills and actions in ways that suit the activities	They describe and comment on their own and others' work.	They talk about how to exercise safely, and how their bodies feel during an activity.
2	Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and co-ordination.	They vary skills, actions and ideas, and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas.	They talk about differences between their own and others' performances and suggest improvements.	They understand how to exercise safely, and to describe how their bodies feel during different activities.
3	Pupils select and use skills, actions and ideas appropriately, applying them with co-ordination and control.	They show that they understand tactics and composition by starting to vary how they respond.	They can see how their work is similar and different to that of others' work, and use this understanding to improve their own performance.	They give reasons why warming up before an activity is important, and why physical activity is good for their health.
4	Pupils link skills, techniques and ideas and apply them accurately and appropriately.	Their performances show precision, control and fluency, and that they understand tactics and composition.	They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their own performance.	They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies and how it is valuable to their fitness and health.
5	Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.	When performing they draw upon what they know about strategy, tactics and composition.	They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.	They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.
6	Pupils select and combine skills, techniques and ideas.	They apply them in ways that suit the activities, with consistent control, precision and fluency. When planning their own and others' work, and carrying	They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of	They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health, and describe how they might get involved in

		out their own work, they draw upon what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses.	performance, and suggest ways of improving.	other types of activities and exercise.
7	Pupils select and combined advanced skills, techniques and compositional ideas, adapting them accurately and appropriately to the demands of the activities. They consistently show precision, control, fluency and originality.	Drawing on what they know of the principles of advanced tactics and compositional ideas, they apply these to their own and others' work. They modify them in response to changing circumstances and other performers.	They analyse and comment on their own and others' work as individuals and group members, showing that they understand how skills, tactics and composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance. They explain the principles of practice and training, and apply them effectively.	They describe the benefits of regular planned activity on health and fitness, and plan their own appropriate exercise and activity programme.
8	Pupils consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control and fluency and originality.	Drawing on what they know of the principles of advanced tactics or composition, they apply these principles with proficiency and flair in their own and others' work. They adapt them appropriately in response to changing circumstances and other performers.	They evaluate their own and others' work, showing they understand the impact of skills, strategy and tactics or composition, and fitness on the quality and effectiveness of performance. They plan ways in which their own and others' performance could be improved. They create action plans and ways of monitoring improvement.	They use their knowledge of health and fitness to plan and evaluate their own and others' exercise and activity programme.
Exceptional Performance	Pupils consistently use advanced skills, techniques and ideas with precision and fluency.	Drawing on what they know of the principles of advanced strategies and tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work.	They evaluate their own and others' work, showing that they understand how skills, strategy and tactics or composition, and fitness relate to and affect the quality and originality of performance. They reach judgements independently about	They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work.

			how their own and others' performance could be improved, prioritizing aspects for further development.	
Range of Levels within which the Great Majority of Pupils are Expected to Work			Expected Attainment for the Majority of Pupils at the End of the Key Stage	
	Key Stage 1	1-3	At age 7	2
	Key Stage 2	2-5	At age 11	4
	Key Stage 3	3-7	At age 14	5/6

Appendix D

Consent forms

SRIS Extra Curricular Sports Consent Form

Students full name (printed) _____

Gender (m/f) _____

Year group and form (7A-13B) _____

Emergency contact number/s _____

Please highlight the fixtures and events you would like your son/daughter * to take part in. (Please see Appendix E of the Physical Education department handbook for a detailed fixture list)

BISSAC fixtures (yrs. 7-9)

SISAC fixtures (yrs. 10-13)

Touch rugby

Athletics

Basketball

Football

Basketball

Soccer

Swimming

Cricket

Netball

I would like my son/daughter * to participate in the extra curricular sports events I have indicated above and hereby give my consent for them to do so. We agree to abide by the school rules and regulations pertaining to such activities and will provide our own transport to and from such fixtures when applicable. I am aware that every reasonable care will be taken to ensure the safety of my child during such events, but understand that physical activities of this nature can be hazardous and may result in injury.

Signed _____

* Please delete as appropriate

N.B All students may participate in Inter-house fixtures, but please note that BISSAC and SISAC athletes may have to undergo a selection process. The relevant BISSAC/SISAC team coach has the final say in which students will be selected to compete.

Dear Parents.

Each Thursday afternoon from 14:25-15:45, Shanghai Rego International Schools year 12 and 13 students are permitted to leave the school premises in pursuit of a sporting, fitness or health related activity of their choice. This practice is traditional in UK establishments of Further Education and is a reflection of the maturity, trust and responsibility expected of these year groups.

The program of off-site activities will be monitored by the schools Physical Education (P.E.) department and as such, students will be visited at the location of their chosen activity on a regular basis. In order for the scheme to operate successfully, we insist that year 12 and 13 students adhere to the following rules and regulations:

- All students leaving the school premises must complete the information requested on the consent form below. It must be signed by their parent/guardian and returned to the Director of Sport before they will be allowed to leave school.
- Students may not change their chosen activity or the location of the said activity without first receiving permission from the schools Director of Sport. In the event of changes being authorised, a new consent form must be completed with up to date information.
- Students leaving the school premises must make their own transport arrangements. Any costs incurred from a students transport or chosen activity are the responsibility of that student. The school is in no way responsible for any costs incurred by the student named herein.
- Students leaving the school premises must be at the location specified on the consent form until 15:45hrs on the day in question and must be actively engaged in the activity they have indicated herein.
- Any student found to be in violation of the above or behaving inappropriately whilst off school premises will have the privilege of leaving the school withdrawn. Further sanctions may also follow any such incident/s.
- Both parent and student named herein understand that physical activities can be hazardous and may result in injury. Whilst SRIS PE staff will monitor the off-site program of activities, student safety between 14:25-15:45hrs on Thursdays is ultimately the responsibility of the student named below.

If you the parent and you the student agree to all of the above, please complete the consent form below and return it to the schools Director of Sport.

Student's full name and form (printed) _____

Activity choice _____

Address of activity location &
Contact telephone number _____

Parent's signature _____

Appendix E

Fixtures

SRIS Sports Fixtures 2006-07

September 2006

Fri 29 th	Yrs. 7-13 Inter-house swimming Gala (B/G)	Pool	PM
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October 2006

Thu 19 th	Yrs. 4-6 Inter-house touch rugby tournament (M)	Main field	PM
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Wed 25 th	Yrs. 7-9 Inter-house touch rugby tournament (M)	Main field	Act. P.
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Sat 28 th	BISSAC Touch rugby tournament (M)	Dulwich	TBA
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N.B. Possible addition of BISSAC Cricket fixtures. TBA

November

Wed 1 st	Yrs. 10-13 Inter-house tournament (M)	Main field	Act. P.
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Thu 16 th	Yr. 10 girl's netball squad departs for Singapore 'FOBISSEA invitational tournament'	Airport	TBA
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Sun 19 th	Yr. 10 girl's netball squad returns	Airport	TBA
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Tue 21 st	F.S. & Yrs. 1-2 Inter-house swimming Gala (M)	Pool	Act. P.
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Sat 25 th	BISSAC football tournament (B/G)	Dulwich	TBA
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Tue 28 th	Yrs. 3-6 Inter-house swimming Gala	Pool	Act. P.
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N.B. SISAC basketball fixtures TBA for Yrs. 10-13 (B/G)

December

Sat 2 nd	BISSAC swimming Gala (B/G)	Pool	TBA
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N.B. SISAC basketball fixtures TBA for Yrs. 10-13 (B/G)

January

Tue 2 nd	BISSAC netball mini tournament (G)	TBA	TBA
Wed 10 th	Yrs. 7-9 Inter-house soccer tournament (M)	Main field	Act. P.
Wed 17 th	Yrs. 10-13 Inter-house soccer tournament (M)	Main field	Act. P.

N.B. SISAC basketball fixtures TBA for Yrs. 10-13 (B/G)

February

Sat 3 rd	BISSAC netball mini tournament (G)	TBA	TBA
Sat 10 th	BISSAC netball mini tournament (G)	TBA	TBA

N.B. SISAC basketball fixtures TBA for Yrs. 10-13 (B/G)

March

Sat 10 th	BISSAC netball mini tournament (G)	TBA	TBA
Tue 20 th	F.S. & yrs. 1-4 Inter-house Sports Day (B/G)	Main field	Act. P.
Wed 21 st	Yrs. 5-13 Inter-house Sports Day (B/G)	Min Hang Athletics Stadium	Act. P.
Tue 27 th	Hong Kong rugby teams depart	Airport	AM
Sat 31 st	Secondary School Alpine Trip depart for St. Gervais, France.	Pu Dong	TBA

N.B. SISAC football fixtures TBA for Yrs. 10-13 (B/G)

April

Mon 2 nd	Hong Kong rugby teams returns	Airport	AM
Fri 6 th	Secondary School Alpine Trip return from St. Gervais, France.	Pu Dong	TBA
Fri 20 th	BISSAC athletics meeting (B/G)	SMIC	TBA

N.B. SISAC football fixtures TBA for Yrs. 10-13 (B/G)

May

Sat 19 th	BISSAC basketball tournament (B)	TBA	TBA
Wed 30 th	Yrs. 7-9 Inter-house basketball tournament (M)	B/B court	Act. P.

N.B. SISAC football fixtures TBA for Yrs. 10-13 (B/G)

June

Sat 2 nd	BISSAC cricket tournament (B)	Dulwich	TBA
Thu 21 st	Yrs. 3-4 Inter-house soccer tournament (M)	Main field	PM
Fri 22 nd	Yrs. 5-6 Inter-house soccer tournament (M)	Main field	PM
Tue 26 th	F.S. & yrs. 1-2 Inter-house soccer tournament (M)	Main field	Act. P.
Wed 27 th	Yrs. 7-10 Inter-house softball tournament (M)	Main field	Act. P.

N.B. Possible addition of an invitational swimming Gala TBA for Yrs. 7-10

Key

- (M) = Mixed boys and girls teams/events
- (B) = Boys teams/events
- (G) = Girls teams/events
- TBA = To Be Arranged
- B/B = Basketball
- Act. P. = Activity period
- F.S. = Foundation Stage

N.B. As with all sports fixtures, events will be dependant upon student participation. If too few students sign up for SISAC or BISSAC teams, the school will be forced to withdraw from these competitions. In the event of this happening the school will attempt to arrange friendly fixtures with other schools in Shanghai, but there is no guarantee of securing such fixtures part way through the academic year. All fixtures and dates listed above are correct of time of going to print and subject to change.

Appendix F

STA swimming awards

STA Swimming Awards

Recommended age groups for specific awards

Foundation Stage:

First steps 1-14

Key Stage 1:

Level 1 Octopus 1-3

Kingfisher 1-4

Level 2 Gold fish 1-3

Key Stage 2:

Level 3 Angel fish 1-3

Level 4 Shark 1-3

Seal personal survival 1-4

Key Stage 3-4:

Otter 1-4

Bronze advanced swimmer

Bronze Water safety skills

Silver advanced swimmer

Silver water safety skills

Gold advanced swimmer

Gold water safety skills

Platinum award

All years:

Good stroke Back Crawl

Good stroke Breast stroke

Good stroke Butterfly

Good stroke Front Crawl

10m Distance award

25m Distance award

50m Distance award

100m Distance award

200m Distance award

400m Distance award

800m Distance award

1500m Distance award