

## Physical Education Policy

Physical education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a broad range of activities. Here at Tilstock CE Primary we recognise a high-quality physical education inspires pupils to succeed, develops resilience and perseverance and supports mental wellbeing. Physical education involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Opportunities to compete in sport and other activities build character and embed our values of cooperation and respect.

### Aims

Through high-quality PE sessions we aim to:

- develop and explore physical skills with increasing control and coordination.
- foster teamwork and team spirit.
- encourage healthy competition through sport
- develop the way children perform skills and apply rules to different sports.
- Teach children how to improve the quality and control of their performance and evaluate their own skills.
- develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own successes and think about their next steps for improvement.
- encourage children to lead healthy, active lives.

### PE Curriculum

#### **Foundation stage**

Physical Development and Health and Self-Care are Prime areas of learning in the Early Years Foundation Stage. Practitioners recognise the importance of developing both gross and fine motor skills and they ensure their environment, both indoors and outdoors, provides ample opportunities for pupils to practise these skills. As well as access to equipment through continuous provision, pupils also receive weekly PE sessions. These help to promote independence skills, such as dressing and undressing, as well as teaching them new skills and techniques in a safe and controlled environment. Pupils are also taught how to keep themselves healthy and safe through topic work.

#### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

### **Key stage 2**

Pupils should 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 should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

### **Practise**

At Tilstock CE Primary School we aim to promote physical activity through the following areas:

1. Curriculum time
2. Lunchtimes
3. After school clubs
4. Extra-curricular sporting competitions

We aim to give children two hours quality P.E. teaching each week. Children experience a wide range of physical activities including football, hockey, netball, rugby, athletics, gymnastics and dance. Lessons are delivered by external, specialist coaches and by teaching staff.

Swimming is provided for Years 2-6.

In school the children are organised into four teams. Throughout the year the children have the opportunity to take part in competitive competitions where they can represent their team, including an annual Sports Day for KS1 and KS2.

In Years 5 and 6 pupils have opportunity to take part in a residential visit where they complete a number of physical activities.

### **Equality Statement**

Every pupil has equal access to the national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. All pupils have fair access to the PE curriculum, regardless of gender, race, or ability.

### **Health and Safety**

We encourage the children to consider their own safety and the safety of others at all times. Everyone has a duty under health and safety guidelines to ensure that PE activities are carried out with due regard to the safety of staff and pupils in line with the Trust's Health and Safety Policies.

### **Monitoring**

The monitoring and evaluation of the P.E. curriculum will be carried out in the following ways:-

- By the P.E. co-ordinator meeting with teachers and external coaches to discuss their plans and match them against the P.E. schemes of work.
- Supporting colleagues in the teaching of P.E. by being informed about current developments in the subject.
- By evaluating the strengths and weaknesses of the subject and identifying areas that need further development.
- By carrying out lessons observations.