



Wibsey Primary School
Policy for Physical Education

Rationale

'A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

The National Curriculum February 2013

Aims

- To provide a curriculum for physical education, which gives equal opportunity for all children to participate, regardless of ability, race or gender.
- To develop positive attitudes to physical activity in order to make informed decisions about the importance of exercise in their present and future lives.
- To help develop confidence, self-worth, co-operation, competitiveness, and self-discipline in all aspects of their lives through participation in physical activities.
- For children to acquire and develop a variety of skills through a range of indoor and outdoor activities, allowing individuals to perform at the best of their ability.
- To develop perseverance, initiative and acknowledgement of success for themselves and others, whilst improving their own performance.
- To provide children with opportunities, throughout their school career, to participate in outdoor and adventurous activities.

Subject content (National Curriculum)

Key Stage 1

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

Pupils should be taught to:

- Master basic movements such as running, jumping, throwing, 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 implement and develop a broader range of skills, learning how to use them in different ways and 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

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

Swimming and water safety

Provided instruction in Key Stage 2

Pupils should be taught to:

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

Uniform

PE Kit – White T Shirt, Black/Navy Shorts, black pumps for indoors. Trainers maybe worn for outdoor.

Swimming Kit – a dark coloured (more visible in the water) one piece costume or trunks, not shorts, for swimming

Equal Opportunities

Throughout the teaching of Physical Education, there is a commitment to:

- Equal opportunities for all children
- An understanding of the importance of cultural values and beliefs.

Gifted and Talented pupils and children with Special Educational Needs and Disability will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

Computing

The use of computing technology is to be developed whereby children are given opportunities to use digital cameras and tablets to record and evaluate and improve their performance.

Assessment

Records enable staff to review and monitor the progress of the children against an average profile. Each unit of work is assessed and recorded for each child. Photographic and video evidence supports written records.

Staff Development

Appropriate INSET is provided for staff members by constantly evaluating the changing needs of both staff and curriculum.

Resources and Curriculum

Resources and equipment are monitored, replaced, purchased and updated as necessary to ensure continued appropriate provision.

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| Agreed by Governors | Full Governors | |
| | Finance and General Purposes | |
| | Teaching and Learning | X |
| Date: | | |
| Chair of Committee | Lisa Knowles | |
| Written | November 2016 | |
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