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| Wibsey Web Logo |

**WIBSEY PRIMARY SCHOOL**

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| **PE Policy** |

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| Agreed by Governors | Full Governors |  |
| Finance and General Purposes |  |
| Teaching and Learning | X |
| Signed on behalf of Governing Body by Chair of Committee: | Liza Danial |  |
| Approved | June 2021 |  |
| Review | June 2024 |  |



**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

*‘Being active is not just good for you physically, it has the power to do so much more – it can, for example, help prevent or manage medical conditions, reduce anxiety or stress, improve a person’s confidence or self-esteem, or bring people from diverse backgrounds together.’*

Sport England 2021

*‘We can’t make people become active, but we can support them to make that lifestyle choice for themselves.’*

Active Bradford 2019

**Aims**

* To provide a curriculum which enables pupils to participate in 30 minutes of physical activity a day in school, both through PE lessons and across other subject areas.
* Through the ethos of the school and the PE curriculum, pupils are encouraged to develop learning skills and behaviours to build lifelong learning powers.
* For pupils to develop confidence, co-operation, competitiveness, self-discipline and resilience through participation in PE, sport and physical activities.
* For pupils to recognise the positive impact that PE and sport can have, not only on their physical health, but also on their mental health and well-being, both in their present and future lives.
* To provide all pupils with opportunities to participate in competitive and team sports.
* For pupils to understand how to improve their own performance, and celebrate their own and others’ success.

**Subject content (National Curriculum)**

**EYFS**

Pupils should develop their core strength, stability, balance, spatial awareness, co-ordination and agility through a range of activities, with consideration for themselves and others.

Pupils should be taught to:

* Use fundamental movements such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing, dancing.
* Progress towards a more fluent style of moving, with developing grace and control.
* Develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
* Move a ball in a range of ways, including throwing, catching, kicking, passing, batting and aiming.

**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 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 apply 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 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, catching and throwing in isolation and in combination.
* Play competitive game, modified where appropriate (including football, netball, rounders, cricket, hockey, basketball, 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.
* Compare their performances with previous ones and demonstrate improvement 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 (for example, front crawl, backstroke and breaststroke).
* Perform safe self-rescue in different water-based situations

**PE Kit**

* White T Shirt
* Black/Navy Shorts. Black/Navy tracksuit bottoms may be worn during colder weather outdoors.
* Bare feet for indoors. Trainers may be worn for outdoors.
* Earrings should either be removed at home before coming to school, or taped up by pupil before start of PE lessons. School cannot take responsibility for watches or earrings that need to be removed in school.
* Watches to be removed for gymnastics, dance and swimming lessons. Sports watches may be worn during games lessons.
* Long hair to be tied back.

**Swimming Kit**

* Dark coloured (more visible in the water) one-piece costume or trunks, not shorts, for swimming.
* Plain stud earrings may be worn during swimming lessons.

**Teachers**

Teachers should wear appropriate footwear and clothing during PE lessons, in order to set an example to pupils.

**Sports Premium**

The government provides the school with funding, known as the **PE and Sport Premium.** This money should be used to fund additional and sustainable improvements to the school’s provision of PE and sport, for the benefit of all pupils and encourage the development of healthy, active lifestyles, both now and in the future.

**Extra-curricular Activities**

All pupils in key stage 1 and 2 have opportunities to participate in a range of sports and physical activities. These are planned to meet the strengths and interests of the greatest number of pupils possible, and include fencing, archery, tri-golf, football, dance, multi-sports and gymnastics.

Key stage 2 pupils of all abilities have opportunities to participate in inter-school competitions, some of which take place as after school activities.

**Inclusion**

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, both during PE lessons and extra-curricular groups. 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, 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.