



Physical Education POLICY

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged.

1. Aims and objectives

- 1.1. PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include games, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle.
- 1.2. Our objectives in the teaching of PE are:
 - to enable children to develop and explore physical skills with increasing control and coordination;
 - to encourage children to work and play with others in a range of group situations;
 - to develop the way in which children perform skills, and apply rules and conventions, for different activities;
 - to show children how to improve the quality and control of their performance;
 - to develop the children's enjoyment of physical activity through creativity and imagination.

2. Teaching and learning style

- 2.1. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2. In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenge through the provision of different resources.

2.3. At ISTCI we also place a high value on Sportsmanship in education:

What is sportsmanship?

Good sportsmanship is viewed as a commitment to fair play, ethical behavior and integrity.

In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others:

- Play fair, take loss or defeat without complaint, or victory without gloating
- Treat others as you wish to be treated
- Respect others and one's self
- Impose self-control, be courteous, and gracefully accept results of one's actions
- Display ethical behavior by being good (character) and doing right (action)
- Be a good citizen.

What is sportsmanship in education?

- It is learning about good sportsmanship traits and their link to good behavior so they can be practiced in play.
- It is learning about expectations during an athletic event.
- It is learning that each individual can control choices concerning his/her own behavior, and that such control is worthy of praise and respect.
- It is using cross-curricular activities to promote understanding.
- It inspires development of good sportsmanship traits among all students.

3. P.E Kit

3.1. Pupils should come prepared with suitable P.E kit available to wear/change into before taking part. This consists of a change of t-shirt, shorts, appropriate footwear and a hat. In addition, earrings must be removed or fastened with tape and long hair should be tied back. Before participating in P.E, children will be reminded to change into appropriate clothing. If children do not meet the above-mentioned standards, their participation that day will depend on the discretion of the teacher. If there are repeated occurrences where children do not have suitable P.E kit, then the class teacher will speak with parents to remind them of the kit needed.

4. The Curriculum:

The aims of the PE National Curriculum are as follows:

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time

- Engage in competitive sports and activities
- Lead healthy and active lives

5. The Foundation Stage

5.1. We encourage the physical development of our children in the Nursery and Kindergarten classes as an integral part of their work. As the Nursery and Kindergarten classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children from birth to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills; both gross and fine motor.

6. Key Stage One

- 6.1 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
- 6.2 They should be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations

7. Key Stage Two

- 7.1 Pupils should continue to implement 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
- 7.2 They should enjoy communicating, collaborating and competing with each other
- 7.3 They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success

8. Assessment and Reporting

- 8.1 Children's performance will be judged using the Attainment Targets and Curriculum Levels as set out for the UK National Curriculum (see Appendix 1).
- 8.2 Children's Sportsmanship will be taken into account when making judgements on their performance.

9. Policy Owner

- 9.1. The policy owner is the Principal of the School.

10. Issue Date

10.1. *Issue Date:* 6th January 2016

11. Review Date

11.1. This policy will be reviewed annually. The next review is due in January 2017.

Principal Signature:

Katie Hinks

6th January 2016

APPENDIX 1: PHYSICAL EDUCATION – KEY STAGE 1

	<u>Level 1</u>	12. Level 2	13. Level 3
13.1. Acquiring and developing skills Ga Gy Da	Can drop and catch a ball with consistency Is aware of a variety of rolling actions and can perform them appropriately. Can copy, explore and perform basic actions in response to teacher led stimuli.	Can bounce a ball on the spot with consistency Can perform a <u>basic</u> log, egg, shoulder and forward roll. Responds imaginatively, and with control and co-ordination. Uses different body parts. Can vary dynamics, speed, direction and level of their movements.	Can travel whilst bouncing a ball, showing control. Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll. Progress to backward roll. Improvises freely, individually and with a partner, can translate ideas from a stimulus into movement.
Selecting and applying skills, tactics and compositional ideas Ga 13.1.1 Gy Da	In pairs, play a 'roll-receive' rallying game. Answer a given task, eg. Perform a roll, then a jump, then a balance, with appropriate, controlled actions. Begin to choose and link basic actions appropriately.	In pairs, play a 'throw-catch' rallying game. Create and perform a short sequence linking basic actions, with a clear beginning, middle and end. Choose and link actions to create an expressive dance phrase which shows some sensitivity to accompaniment.	In pairs, make up and play a simple rallying game. Plan and perform a movement sequence showing contrasts in speed, level and direction. Apply basic compositional ideas to create dance phrases with a partner and in a small group.
Evaluating and improving performance	Can watch, describe and discuss their peers' work.	Can begin to identify different levels of performance and use simple subject specific vocabulary to describe and discuss what they see.	Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.
Knowledge and understanding of fitness and health.	Safely recognise and carry out teach-led warm up.	Understand the need for a warm up and cool down.	Suggest appropriate warm up ideas.

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	<p>Can dress/undress independently in reasonable time. Become aware of the need for safe practice. Become aware of body changes during exercise.</p>	<p>Understand why they change for PE. Can demonstrate safe practice within their PE environment. Can understand and describe in simple terms what is happening to the body.</p>	<p>Dress appropriately for all aspects of PE. Can work in a responsible and safe manner. Recognise changes in body temperature, heart rate and breathing.</p>
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PHYSICAL EDUCATION - KEY STAGE 2

	14. Level 3	<u>Level 4</u>	<u>Level 5</u>	<u>Level 6</u>
<p>Acquiring and developing skills</p> <p>Ga</p> <p>Gy</p> <p>Da</p>	<p>Can travel whilst bouncing a ball, showing control.</p> <p>Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll. Progress to backward roll.</p> <p>Improvises freely, individually and with a partner. Can translate ideas from a stimulus into movement.</p>	<p>Using either hand can dribble showing changes of speed and direction.</p> <p>Perform a range of rolls consistently, including backward roll.</p> <p>Responds imaginatively to a variety of stimuli demonstrating a wide range of actions with precision, control and fluency. Can incorporate different dynamics and develop new actions with a partner and in a group.</p>	<p>Can dribble effectively in and out of obstacle courses.</p> <p>Perform a range of rolls showing varying entrances and exists with increasing control.</p> <p>Can perform and create movement motifs in a variety of dance styles with accuracy and consistency.</p>	<p>Can consistently dribble past all active opponents.</p> <p>Perform a forward and backward roll with precision. Develop variations of forward and backward roll e.g. to straddle.</p> <p>Perform with a growing sense of style showing more complex movement patterns and an awareness of musical accompaniment i.e. rhythm and mood.</p>
<p>Selecting and applying skills, tactics and compositional ideas</p> <p>Ga</p> <p>Gy</p> <p>Da</p>	<p>In pairs, make up and play a simple rallying game.</p> <p>Plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>Apply basic compositional ideas to create dance phrases with a</p>	<p>Effectively play a competitive net wall game.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>Compare, develop and adopt</p>	<p>Play recognised version of net game showing tactical awareness and knowledge of rules and scoring.</p> <p>Plan and perform with precision, control and fluency a movement sequence showing a wide range of actions including variations in levels, speed and directions.</p> <p>Select and use a wider range of</p>	<p>Attack and defend successfully showing appropriate positional play and awareness of opponent.</p> <p>Create an original movement sequence, demonstrating an extensive range of gymnastic actions. Perform this sequence with control, fluency and clarity showing contrasts in speed, level and direction.</p> <p>Demonstrate a growing</p>

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	partner and in a small group	movement motifs to create longer dances.	compositional skills to demonstrate their dance ideas.	sensitivity to accompaniment and adapt known dance styles and material to create dances
Evaluating and improving performance	Can you describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.	From observation of others can you begin to describe constructively how to refine, improve and modify performance? Refine own performance in response to comments of others and self-analysis.	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.	Through effective analysis, identifying strengths and weaknesses, significantly improve quality of performance in their own and others' work.
Knowledge and understanding of fitness and health	Suggest appropriate warm up ideas. Children dress appropriately for all aspects of PE. Can work in a responsible and safe manner Recognise changes in body temperature, heart rate and breathing.	Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling of equipment, safety of self and others, playing within accepted rules and conventions.	Plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity.

PHYSICAL EDUCATION – KEY STAGES 3 AND 4

	Level 6	<u>Level 7</u>	<u>Level 8</u>	<u>Exceptional Performance</u>
Acquiring and developing skills	Can consistently dribble past all active opponents.	Has established skills with consistent accuracy and control.	Uses selected skills effectively under pressure.	Uses advance skills consistently with precision, when under pressure.
Ga				Performs with a high degree of difficulty using skills, techniques and ideas with precision.
Gy	Perform a forward and backward roll with precision. Develop variations of forward and backward roll e.g. to straddle.	Perform a combination of skills showing consistent fluency and control.	Perform more complex sequences demonstrating clarity and a consistent high level performance.	
Da	Perform with a growing sense of style showing more complex movement patterns and an awareness of musical	Perform a good range of technical movements with expression and accuracy.	To perform advanced skills with a growing sense of 'performance.'	Demonstrate sophisticated individual performance skills.

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	accompaniment i.e. rhythm and mood.		Demonstrate sophisticated sensitivity to accompaniment and performance space opportunities.	
Selecting and applying skills, tactics and compositional ideas	Attack and defend successfully showing appropriate positional play and awareness of opponent. Create an original movement sequence, demonstrating an extensive range of gymnastic actions. Perform this sequence with control, fluency and clarity showing contrasts in speed, level and direction.	Contribute to team strategies. Select and use compositional ideas that meet given criteria.	Use a range of techniques/tactics in adapting game plans. Select and use a range of skills and abilities that suit their level of performance. Compose group dances demonstrating the principles of choreographic form. Analyse professional, dance works and use to inform their practical choreography and performance.	Draw from a range of advanced techniques and strategies in responding to changing game situations. Select from a wide range of skills to suit an event or audience. Lead and initiate group work for performance and show originality in projects undertaken.
Evaluating and improving performance	Through effective analysis, identifying strengths and weaknesses, significantly improve quality of performance in their own and others' work.	Devise and use criteria to analyse performance effectively. Having identified strengths and weaknesses, make effective decisions about what to do to improve their own and others work.	Use knowledge of activity and principles of practice and training to decide on and prioritise action.	Make use of their own and others criteria to judge performance. Identify clear priorities for action and take initiative to implement action to improve performance of all abilities.
Knowledge and understanding of fitness and health	Plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity.	Plan and carry out warm up and cool down activities with support.	Understand and explain what is needed within a fitness programme to improve their performance and that of others.	Can plan and take responsibility for fitness programmes appropriate for a range of activities. Take account of individual levels of ability . Understand the relationship between conditioning and quality of performance.