

# PE Policy

## 1. Introduction

We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well being. This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise.

Physical Education (PE) is a statutory requirement of the National Curriculum and an essential contributor to the development of every child. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

## 2. Intent

At Upton Westlea Primary School we identify the value of Physical Education (P.E). Following the aims of the National Curriculum for Physical Education, our intent is that all children:

- Are to be physically literate by demonstrating physical competence, confidence, motivation, knowledge and personal responsibility when taking part in physical activities.
- Are to be active across different activities and settings for a sustained period.
- Learn to cope with both success and failure in competitive and co-operative physical activities.
- Create a lifelong love of physical activity that can be taken through to adulthood, laying the foundations for a lifelong commitment.

## 3. Implementation

At Upton Westlea, we treat PE as an important area of learning. We do this by focusing our PE lessons on much more than learning the physical skills and rules of a game. We use the Complete PE scheme to structure our PE curriculum and assess the progress made by children. Concepts are broken down into small steps allowing children to build on previous knowledge. Our physical education curriculum is split into progressive blocks with clearly identified learning objectives. These lessons and blocks increasingly challenge and vary in situations/stipulations. Children engage in competitive activities against themselves and others to apply their learning, increase cultural capital and embed our character traits.

Throughout lessons and progressive blocks, children are encouraged to work on themselves in a four-pronged approach:

1. Develop their physical competence. This includes working towards achieving a wider range of original and imaginative actions, fundamental skills and effective techniques across different sporting activities. Children

work on understanding why different tactical and compositional ideas may be required and how to select these appropriately. Children work on their competency, control and coordination.

2. Develop their cognitive or thinking skills. Children work on their decision-making and evaluate how they can improve their own and others' performances. They work towards setting up, leading, coaching and officiating activities. Children also plan and lead their own warm up and skills practice to meet the needs of various fitness activities.

3. Develop their social skills. Children work on their communication, leadership, co-operation, and commitment to their own health and that of their peers. Through a range of teaching styles, children are encouraged to be experimental, self-expressive and aware, and foster tolerance and co-operation.

4. Develop their emotional well-being. This focus is supporting pupils to understand and explain how exercise can help them improve their health and wellbeing, as well as encouraging team spirit, motivation and fair play. Children work on cooperation, healthy competition and commitment. Within this, necessary skills are taught to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.

We aim for our PE lessons to include challenges for all pupils, which involve developing:

- A feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more both physically and cognitively, socially and emotionally.
- Physical well being.
- A feeling of independence.
- Wanting to perform well and with imagination and flair.
- A lifelong love of movement