



Pilgrims' Way Primary School PE Policy

Reviewed: Autumn Term 2020
Next Review Date: Autumn 2021

RATIONALE

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being. Physical education develops pupils physical competence and confidence and their ability to use these to perform a range of activities. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams, some of which are unique to physical education. It promotes positive attitudes towards active and healthy lifestyles. Physical Education contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness and improves their strength. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

KEY CONCEPTS

The PE national curriculum involves pupils in the continuous process of acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; knowledge and understanding of fitness and health; and evaluating and improving performance. Through high quality PE, pupils will have the opportunity to meet high quality outcomes set out by the Department for Education

- Children are committed to PE and sport, both in and out of school.
- Children know and understand what they are trying to achieve and how they will achieve it.
- Children understand that PE and sport play a key role in leading a healthy, active lifestyle.
- Children have the confidence to get involved in PE and try new activities without worry.
- Children show good body control, poise, balance and fluency in their movements.
- Children willingly take part in competitive and creative activities.
- Children show a desire to improve their performance.
- Children can think and make appropriate decisions about their performance for themselves.
- Children enjoy PE and school sport!

TIME ALLOCATION

The Government recommends the following minimum PE requirements to meet the National Curriculum demands:

- Two hours of high quality PE a week within curriculum time.
- OSHL (out of school hours learning) such as extra curricular sports clubs will resume when safe to do so
- . -Swimming to be taught during lower and upper key stage 2 if pools are open

HEALTH RELATED ACTIVITY

Pupils should be taught:-

1. How exercise affects the body in the short term.
2. To warm up and prepare appropriately for different exercises.
3. Why physical activity is good for their health and well-being. Pupils should be encouraged to develop active lifestyles that can be maintained throughout adult life.
4. To cool down to prevent strain on body

EQUAL OPPORTUNITIES

Opportunity and provision in PE and OSHL activities will be planned and delivered to meet the needs of all pupils. PE experience will reflect the whole school policy on promoting equal opportunities for all pupils in terms of organisation, programme and access to resources.

Differentiation should enable all pupils to achieve the best of their ability. Differentiation can be catered for in a range of ways, such as;

- Setting common tasks that are open-ended and can have a variety of answers
- Setting tasks of increasing difficulty, where not all children can complete all tasks
- Providing a range of challenges through the provision of a variety of appropriate resources / equipment, individual, paired and group work
- STTEP Principle
 - Space, Time, Type, Equipment,

SEN

In the case of SEN pupils, activities and equipment will be modified where necessary to enable maximum participation. Individual teachers will consult with the parent/carer with regard to the specific needs of their pupils, which will be supported where possible with due regard to health and safety.

Gifted and Talented

The whole school register for Gifted and Talented pupils should include those talented in PE. Provision for these pupils in both curriculum, OSHL and beyond the school environment must be mapped and planned appropriately in partnership with those with subject expertise, parents/carers and the pupil.

Physical difficulties

Children who cannot in the short term be physically active such as those with injuries, longterm illness etc. should be involved in the non-performance aspects of the activity. They can work with individuals or groups helping with the evaluating and improving aspects of the tasks. Non-participants should change into suitable footwear (where appropriate) and be involved in consultative mechanisms i.e. focus group, questionnaires.

PE clothing

All children playing an active role in PE must have appropriate clothing

- Pilgrims' Way colour team T-shirt
- Dark shorts/tracksuit bottoms
- Trainers
- outdoor PE
- Plimsolls
- Indoor PE Children must not wear anything on their feet for gymnastics lessons. This includes tights and socks. All members of staff playing an active role in PE lessons must also have appropriate clothing.
- Pilgrims' Way T-shirt
- Dark shorts/tracksuit bottoms or leggings
- Trainers

Hair should be neat and tidy and kept out of eyes. Long hair should be tied back at all times. Jewellery should be removed. Children may wear one pair of small ear studs (no hoops or dangly earrings are permitted in school) which must be removed, by the child, for all PE activities. On PE days please do not send children to school with ear studs in, as staff are not permitted to take them out and your child will not be able to participate with them in.

Early years

In the early years children are taught to move with confidence in a variety of ways, being able to negotiate space. Children are taught outside in our own outside areas, our forest school and using our school field. Children experience ring games, tag games, ball skills games and learning how to balance, climb and jump safely.

In the early years children are taught about the positive effects of exercise on body and mind. They experience dance and moving to music. Children are taught about the effects of exercise on their bodies and how their bodies become stronger and healthier through exercise.

Written and reviewed by Hearts and Mind Hub