



Villa Real School
together we achieve

P.E Policy 2020

Responsibility: N. Noble

Date: September 2020

Signed & Adopted by the Governing Body:

Chair of Governors

Date: 12.10.2020

To be reviewed: September 2022

INTRODUCTION

The development of Physical Education is seen as a crucial core entitlement for all pupils within the school, from 2-19 years.

AIMS

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

RATIONALE

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, reinforce the link between health and mental well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle, providing the information they need to make good decisions and their health and well-being. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally, mentally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education, pupils discover their aptitudes, abilities and preferences, which can assist them to make informed choices about how to get involved in lifelong physical activity indoors and outdoors.

For some pupils/ classes, this requires a multi -sensory curriculum designed to enhance their experience of, and ability to respond to, learning situations and their environment, including other people i.e. mobility programme, sensory room, hydrotherapy and rebound therapy.

SCOPE

This policy applies equally to all pupils at Villa Real School with full consideration being given to each individual student specific needs in relation to their development in Physical Education.

As part of that process, advice and guidance is sought, where appropriate, from other professionals working in school in a peripatetic capacity. This includes the expertise of communication specialists, physiotherapists, Physical Education specialists and teachers specialising in the education of students with multiple learning disabilities, autism, multi-sensory impairment or complex and multiple learning difficulties. Teaching staff aptitudes and knowledge is shared and relevant training is undertaken and disseminated to other staff.

IMPORTANCE OF PE

The curriculum aims to enable all pupils to enjoy and succeed in a wide variety of physical activities. To develop a wide range of skills and the ability to use tactics, strategies and their own ideas, to perform successfully. When they perform, they should think about what they are doing and start to make some decisions. They have the opportunity to demonstrate to others what they have achieved and start to think about ways to improve their performance. As a result, they may develop more confidence to try different activities and learn about being active. They will discover what they like and what their aptitudes are, to the best of their ability. As much as possible students are given the opportunity to take part in events off school site, so families know what activities they can access out of school, in their own time. This offers pupils the opportunity to develop socially too, meeting students from other schools, working in groups and teams. They may also start to understand 'fair-play' and the rules of different games. Students can take on the role of leadership, officiating and coaching in lessons. Pupils cover health and fitness in lessons. They begin to recognise how exercise affects their physical health and the positive effects it can have on their mental well-being.

EQUALITY, DIVERSITY AND ACCESSIBILITY

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, a range of disabilities, more-able pupils and those who have English as an additional language.

DIFFERENTIATION

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil/ student works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more-able pupils

- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability
- Resources, e.g. different equipment for different levels of ability across the key stages
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence

MORE ABLE

Pupils who have been identified as more-able, will have specific strategies and interventions appropriately planned by the class manager and overseen by Senior Management to ensure that their specific needs are met.

ADULTS SUPPORTING LEARNING (ASL)

ASL include classroom assistants, teaching assistants, HLTA, learning mentors, visiting coaches, sports apprentices and volunteer parents. Additional support staff will be used during curriculum and non-curriculum time in order to:

- Support the delivery of high quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff
- Provide additional opportunities for OSHL

SUBJECT CONTENT:

KS1:

Pupils should develop core movements and 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 engage in competitive and co-operative physical activities (against self and others).

Pupils will be taught to:

- Experience basic movement skills such as running, jumping, throwing, catching as well as developing balancing, 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 patterns
- Be aware of trying to lead a healthy, active lifestyle and the positive links to mental well-being

KS2:

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. 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

Students will be taught to:

- Use running, jumping, catching and throwing in isolation and combination
- Play competitive games, modified where appropriate, applying principles of attacking and defending
- Develop flexibility, strength, technique, control and balance> Example could be athletics or gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activities challenging both individually and within a team
- Compare their performances with previous ones and achieve their personal best
- Understand the relationship between good physical health and good mental well-being, including the benefits of physical activity time spent outdoors

Swimming and Water Safety:

In either KS1 or KS2, all students should be taught to:

- Feel confident in the water
- Try and use different strokes to travel across the pool
- For those who can swim, this is extended to various strokes and increased distances
- Experience competitive swimming for the more-able

LEARNING ACROSS THE NATIONAL CURRICULUM

PE provides many opportunities to promote spiritual, moral, social and cultural development. Examples of these include a sense of achievement, sense of general well-being (Sp), accepting rules, winning and losing (M), team play, sensitivity to difficulties, leading and supporting (So), sport in other cultures, dances from around the world (C).

KEY PROCESSES

These are the essential processes in PE that students develop to make progress:

- Physical activity
- Physical competence
- Competition
- Healthy and active lives

REQUIREMENTS AND EXPECTATIONS

Each area of the Physical Education curriculum is taught throughout the school, based on current needs and abilities of individual pupils, the National Curriculum and specific to age appropriateness of content and/or style. Individual levels of attainment in all areas will be monitored and recorded by the member of staff who delivers PE, using the whole-school online assessment scheme. Those pupils who require it will access the Engagement Model.

CONCLUSION

Villa Real School believe that the teaching and learning of Physical Education is fundamentally important to every individual and can have a positive impact on their wider learning across the school. We are fully committed to providing opportunities for each individual to achieve their potential as they progress through their school years.