

Physical Education Policy

Rationale

Physical education is concerned with the skilful management of the body; it aims to develop physical competence so that children are able to move efficiently, effectively and safely in a variety of situations whilst also understanding what they are doing. Learning through action is an essential skill developed alongside personal awareness and observation of themselves and others, the achievement of this by the children occurs through a combination of motor and cognitive development activities.

Physical education helps to develop the mental processes of making decisions, judgments, selecting, refining, adjusting and adapting. Involvement in the developmental process will enhance qualities such as commitment, fairness, tolerance and concern for others. It will also show each individual their own achievements and successes; hence the schools great deal emphasis on participation.

Physical education also meets the special and particular demands of young people which are not easily understood and developed in their other curriculum subjects.

Aims

- To facilitate the development of children's body awareness.
- To enable children to apply and adapt a range of skills.
- To enable children to understand the concepts of the body and its response to exercise following practical experiences.
- To provide an introduction to a healthy and active lifestyle.
- To help children appreciate the joy of moving in practical and aesthetic ways.
- To develop individual personal and social skills to manage success and failure in competitive and cooperative situations.
- To extend each child's knowledge and understanding of sport and its heritage in our society.

Teaching style

Lessons are taught by the P.E teacher in small groups with a maximum of 20 pupils per class; on occasion a sports coach or representative may attend lessons alongside the P.E teacher. Our principle aim is to stimulate the physical and mental development of our pupils; this is done through a mixture of whole class, group and individual activities. Attention is drawn to good examples of individual performances as models for the other children.

Children are encouraged to evaluate their own work as well as the work of others.

Children also have the opportunity to collaborate and compete with each other in a range of activities and tasks with access to all the essential resources.

All children are provided with suitable learning opportunities by coordinating tasks and activities to suit each child's ability. This is achieved by using a range of strategies like gradually increasing intensity and grouping children in order of ability