



**RUSKIN
JUNIOR SCHOOL**

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Physical Education Policy

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PURPOSE OF STUDY

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

AIMS

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

ATTAINMENT TARGETS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

SUBJECT CONTENT

KEY STAGE 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, 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 movement patterns

Key Stage 2

Pupils should continue to apply 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 improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to improve their mentality towards sport, physical education and physical activity, by working towards being able to:

- Recognise their own emotional state - how they are feeling, can sense this emotion in others and use these levels of empathy to build effective relationships.
- Showing a high level of self-confidence which benefits their own performance, allows them to reach their optimum levels and furthermore, have developed ways to influence others positively so that they can also perform to their optimum.
- Have a deep understanding of how physical activity can benefit their mental/emotional well-being and what they can do to keep their bodies healthy:
- Make healthy lifestyle choices i.e. choosing a healthy snack, joining a sports club, being an exceptional representative of the school or showing the highest attitudes towards physical education – even during the mile.

Pupils should be taught to improve their social skills during sport, physical education and physical activity, by working towards being able to:

- Show exceptional levels of communication skills through listening; repeating instructions; feeding back on discussion between adults and their peers;
- Showing positive body language while working with others;
- Through their abilities to share, take turns, ask permission, and work with others successfully; ask for help;
- Apologising to others, accepting consequences and coming to a decision on a way to restore working friendships with their peers;
- Their ability to not only react positively to both winning and losing, but influence their peers to show similar behaviours;
- Accept being held accountable for their performance by their peers.

Pupils should be taught to improve their fundamental movement skills – agility, balance and co-ordination – by working towards being able to:

- Withstand hardship or adversity and being able to excel even though their body has been placed under stress;
- Co-ordinate parts of their body to move as required, and always use their bodies effectively to protect a ball or themselves from an opponent;
- Creatively change direction of travel, move fluidly throughout an area and sometimes use their more advanced skill levels to unbalance their opponents;
- Perform complex sequences that demonstrate strong posture and core strength, whilst enhancing the aesthetics of their performance;
- Show more advanced levels of technique to enhance the ball's (or other object's) speed or accuracy.

Pupils should be taught to show a positive attitude towards competition by working towards being able to:

- Understand what competition is and furthermore, show a positive attitude towards competing – regardless of the outcome.
- Demonstrate advanced levels of speed, sharpness and perception.
- Show an increased level of sporting intelligence and skilled ability, above that expected of someone their age, during activities – and this show this orally as well.

- Play/perform at a high level through attendance at local clubs or in local teams/academies.

SWIMMING AND WATER SAFETY

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations