Policy for Physical Education

A. The contribution of physical education to the whole child Physical Education contributes to the overall education of young people by helping them to develop essential motor skills, discipline, teamwork, and self-confidence through purposeful physical activity. At Isha Academy, we recognise the role of physical activity in a balanced education and ensure that it is an enjoyable experience that encourages lifelong engagement with movement and fitness.

B. Expectations for learning

- Students will engage in activities designed to develop coordination, strength, endurance, and flexibility.
- Students will improve their performance by learning new skills, practising, and refining movements.
- Students will develop problem-solving skills, teamwork, and sportsmanship.
- Students will learn the importance of fair play, respect for rules, and self-discipline.
- Students will understand the importance of a healthy lifestyle and personal well-being.

C. Early Years and Foundation Stage At Isha Academy, we follow the guidelines for physical development outlined in the Early Years Framework. Physical activity is integrated into the daily routine to develop:

- Coordination and control
- Gross and fine motor skills
- Spatial awareness and balance

Activities are designed to be interactive and engaging, supporting children in learning about their bodies and making healthy lifestyle choices.

D. Key Stages and Learning Progressions Physical Education at Isha Academy is tailored to different age groups, ensuring a structured progression of skills:

- **Younger Learners**: Focus on fundamental movement skills such as running, jumping, balancing, and basic coordination.
- **Older Learners**: Introduction to structured sports, teamwork, and strategy-based activities to enhance fitness and social interaction.

E. How we ensure high-quality PE learning experiences

- A structured curriculum that aligns with national guidelines
- Differentiated instruction to meet individual learning needs
- Integration of cross-curricular links, including health education
- Professional development for tutors to enhance their ability to deliver high-quality PE lessons

F. Curriculum and Resources

- The PE curriculum is designed to accommodate both in-person and remote learning, ensuring accessibility for all students.

- Resources include age-appropriate equipment, digital tools for guided exercises, and interactive learning materials.

G. Pupil Progress Progress in PE is monitored through:

- Observational assessments of motor skills and coordination
- Self-evaluation and reflection on personal fitness and skills
- Engagement in physical activities during and beyond formal PE sessions

H. Health and Safety

- Proper warm-ups and cool-downs are included in all PE sessions.
- Tutors are responsible for ensuring the physical environment is safe for all activities.
- Adequate hydration and rest breaks are incorporated into lessons.
- Students must wear appropriate sports attire during physical activities.

I. Code of Practice for Health and Safety

- All physical education activities must be risk-assessed.
- Equipment must be checked before use and maintained properly.
- Students must follow safety instructions provided by tutors.
- Medical conditions of students must be considered when planning activities.

J. Professional Development

- Tutors delivering PE lessons are encouraged to participate in ongoing training.
- Training sessions focus on best practices for inclusive and adaptive physical education.

K. Risk Assessments

- All sports activities and venues used by Isha Academy will undergo regular risk assessments.
- Tutors are responsible for ensuring a safe learning environment before commencing any physical activity.

L. Programme of Support for Tutors in Teaching PE

- Tutors will receive training and guidance in planning and delivering effective PE sessions.
- Support materials, including lesson plans and instructional videos, will be provided.
- Observation and feedback sessions will be conducted to maintain high teaching standards.

Review Date: Autumn 2027