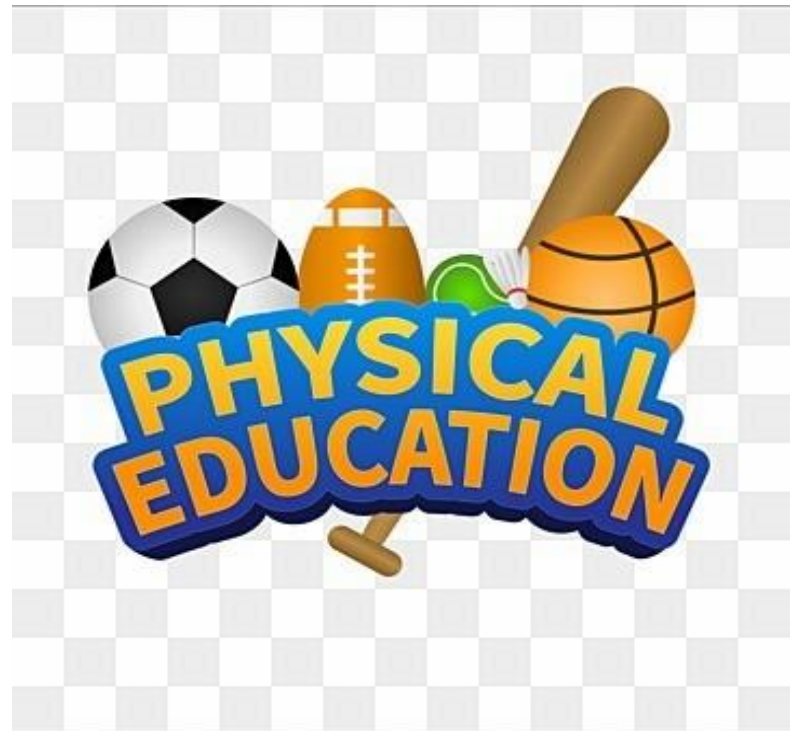




**United International Private School**

**2025-2026**

# United School Physical Education Policy



## United International Private School

### The purpose of the Physical Education policy

The policy is a working document for all educators in school. In this document the term educators is used to describe teachers, classroom assistants and learning support assistants. It describes the school's fundamental understanding of the purpose of Physical Education and the way Physical Education contributes to children's learning.

It describes "How we do it" here at United School and is therefore written in consultation with the relevant staff to reflect their knowledge, skills and understanding of Physical Education.

It also advises parents, governors and inspectors of the principle aims of the teaching of Physical Education in the school and how those aims are put into practice.

### Aims

**United School** aims to provide an education of the highest standards and promote lifelong learning. In particular we aim to:

- Create a warm, stimulating and imaginative environment through which all children, regardless of gender, social or ethnic grouping, are able to achieve their full potential and enjoy their learning.
- Ensure the curriculum is broad, relevant, challenging and practical, and encourages the child's intellectual, physical and social growth, meeting the individual needs of our pupils in a rapidly changing world.
- Provide a caring, secure and challenging learning environment in which all the children are valued and be able to achieve their full potential.
- Provide pupils with equality of opportunity, encouraging high self-esteem, tolerance and respect for others.
- Encourage in the children a sense of responsibility towards themselves and their surroundings, and an understanding of the need for courtesy and consideration to others.

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- The school believes that Physical Education is a vital part of the education of all children. The child's use and understanding of Physical Education needs to be developed by effective teaching and by a considered sequence of experiences.
- The school's aim is to provide a Physical Education curriculum which will enable each child to reach their full potential in learning in Physical Education through investigating and making, through research and the development of skills and through their evaluation of their own and others' work.

### **GUIDELINES:**

The Policy promotes resilience, and supports students to make decisions and take actions that promote their health, safety and physical activity participation. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate confidently, competently and creatively in a range of physical activities. Students develop an appreciation of the significance of physical activity, outdoor recreation.

Health and Physical Education focuses on students enhancing their own and others' health, safety, well-being, and physical activity participation in varied and changing contexts. It offers students a curriculum that is;

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Movement is a powerful medium for learning, through which students can acquire, practice, and refine personal, behavioral, social, and cognitive skills.

- Participation in the Health and Physical Education curriculum should be enjoyable.
- Student safety is paramount when inside the school grounds (home) and when involved in sporting programs outside the school grounds (away).

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- Students are encouraged to pursue a range of active leisure time activities.
- Students will develop appropriate and acceptable social behaviors in line with our Engagement and Wellbeing Policy.
- Students identify healthy eating habits and develop the knowledge and skills to make informed decisions on nutrition and dietary practices.
- Students will identify characteristics of fair play and honest competition. Sporting behavior will be built from our whole school program “You Can Do It” and focus on developing “sportsmanlike” conduct.
- Positive self-image and self-esteem will be fostered in students.
- All students will be encouraged all to view themselves as having lifelong sporting options.
- Students’ skills, in all areas, should be developed to their individual capability.
- Students should develop an understanding of their emotional and physical growth and development.

### Curriculum content and planning

#### PROPOSED CURRICULUM LAYOUT G1- G4

	Term 1		
	Unit 1 (5 weeks)	Unit 2 (5 weeks)	Unit 3 (4 weeks)
Grade 1-4 topics	Games for fun	Active Athletics	Let’s start... Striking and fielding

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<b>Activities</b>	<ul style="list-style-type: none"> <li>-Multisport activities</li> <li>-Fundamentals</li> <li>-Team work</li> <li>-The importance of physical activity</li> <li>-Rules of play</li> </ul>	<ul style="list-style-type: none"> <li>-Running fast</li> <li>-Running slow</li> <li>-Relay activities</li> <li>-Jumping activities</li> <li>-Throwing activities</li> <li>-Mini Olympics</li> <li>-Fitness activities</li> <li>-Healthy active lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>-Throwing</li> <li>-Catching</li> <li>-Striking</li> <li>-Fun striking games</li> <li>-Basic rules of striking games</li> </ul>
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#### Term 2 (inc. Ramadan)

Unit 4	Unit 5
Football Fundamentals	Begin to play... badminton, tennis, volleyball
<ul style="list-style-type: none"> <li>-Kicking a ball</li> <li>-Dribbling</li> <li>-Shooting</li> <li>-Movement for sport</li> <li>-Small sided games</li> </ul>	<ul style="list-style-type: none"> <li>-Volleying the ball</li> <li>-Developing coordination</li> <li>-Introduction to net sports</li> </ul>

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**Term 3**

Unit 6	Unit 7
Ball activities	Get set for gymnastics
<ul style="list-style-type: none"> <li>-Skill development</li> <li>-Throwing</li> <li>-Catching</li> <li>-Dribbling</li> <li>-Volleying</li> <li>-Basic application in sports</li> <li>-Introduction to attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>-Travelling</li> <li>-Balance</li> <li>-Weight transfer</li> <li>-BSCT</li> <li>-Rhythm and movement</li> <li>-Combining skills</li> </ul>

**PROPOSED CURRICULUM LAYOUT G5-8**

	Term 1		
	Unit 1 (4 weeks)	Unit 12 (8 weeks)	Unit 3 (3 weeks)
Grade 5-8 topics	Healthy Active Lifestyles	Invasion games	Striking and fielding

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<b>Activities</b>	<ul style="list-style-type: none"> <li>-Fun fitness activities</li> <li>-Fitness testing</li> <li>-The importance of physical activity</li> <li>-Healthy eating</li> <li>-Fitness through sport</li> </ul>	(1 or 2) <ul style="list-style-type: none"> <li>-Football</li> <li>-Rugby</li> <li>-Netball</li> <li>-Basketball</li> <li>-Handball</li> </ul> <ul style="list-style-type: none"> <li>-Attacking, defending, tactics, sporting conduct</li> </ul>	<ul style="list-style-type: none"> <li>-Throwing</li> <li>-Catching</li> <li>-Striking</li> <li>-Fielding</li> <li>-Tactics</li> <li>-Rules</li> </ul>
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Term 2 (inc. Ramadan)	
Unit 4	Unit 5
Athletics	Net and court games
<ul style="list-style-type: none"> <li>-100m</li> <li>-200m</li> <li>-400m</li> <li>-800m</li> <li>-1500m</li> <li>-Relay</li> <li>-Long /triple jump</li> <li>-Shot put</li> <li>-Javelin</li> </ul>	<ul style="list-style-type: none"> <li>-Tennis</li> <li>-Badminton</li> <li>-Volleyball</li> </ul>

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Term 3	
Unit 6	Unit 7
Invasion games Net and court games Gymnastics Games for understanding <i>(Choose x2 activities not assessed previously)</i>	
<b>Invasion games</b> (see unit 1) <b>Net and court games</b> (see unit 5) <b>Creative movement:</b> Travel, balance, jump, rolls, rotations, weight transfer, linking movements, rhythmic movement, routine. <b>Games for understanding:</b> <i>Examples:</i> Dodgeball, bench ball, Tchoukball, boccia, ultimate frisbee, kick volleyball, table tennis, bowling, golf, seated volleyball	

**Lesson Structure**

The effective teaching of Health and Physical Education incorporates a varied response depending on the lesson’s content. Each Physical Education lesson is to be based upon the Gradual Release of Responsibility and may include;

The Warm-Up: (2-5 minutes) Engage the students, explore the Learning Intention for the lesson.

The Mini Lesson: (5 :10 minutes) Identify and articulate a range of Success Criteria while clarifying the lesson purpose.

The Learning Task:(20 – 25 minutes) Focus teaching – explicit and targeted

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Share/Reflection: (2-5 minutes) Reflecting, exploring, measuring or reviewing learning, linking back to the Success Criteria. “What went well?” or “Where to next?”

### Planning

- The Health and Physical Education program will be planned in accordance with the Curriculum Health and Physical Education achievement standards.
- Planning will cater to the needs of students with additional behavioural, intellectual and physical needs.
- Students will identify links between Physical and Sport Education and other curricular activities.
- Planning will provide a range of experiences and activities that take into consideration all students’ interests and previous experiences.
- Transferable skills will be taught so that they can be utilised during activities or games both in and out of school.

### Assessment and Recording

Assessment procedures are followed which relate to the school’s overall policy for assessment, and to the end of Key Stage Descriptions for National Curriculum Physical Education. Assessment relates to the learning objectives for each Physical Education activity. Assessment procedures can include some of the following:

- A common task at the beginning or end of each school year suited to each year group.
- Individual work
- A whole class discussion about work at the end of each stage of its development

Recording should be sufficient to note an individual’s progress and to provide guidance for future learning and teaching.

1. **Special Needs including Gifted and Talented** (also incorporating equal opportunities) **Physical Education** is a way to communicate and respond to experience. Every child’s response is unique, and activities in **Physical Education** are carefully planned, which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

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Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the **Physical Education** curriculum.

### **Resources**

Resources will be ordered where feedback was offered on how to continue the development of Physical Education within the school.

### **Display and presentation**

The school recognises that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organisation and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject.

### **Health and Safety**

All pupils will be taught to use Physical Education (equipment, materials and techniques) safely and in accordance with health and safety requirements. All adults working with pupils in Physical Education will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

Students are expected to wear the United School PE uniform for all PE lessons and based

In the event of PE kit being damaged or lost, students are asked to wear a plain coloured alternative until the situation is rectified.

If a pupil does not have PE kit they will either be asked to sit and watch the lesson or where age appropriate they will be asked to take on a non-participation role within the lesson.

### **United PE non-participation policy**

Pupils must wear PE kit for all their lessons, unless otherwise asked not to. Continued lack of PE kit consistently over a three week period will result in a letter home to parents to inform them of the school uniform for PE and the importance of their child to wearing the correct kit. If there is still no improvement, the pupil will not be able to participate in PE and will return to class to complete written work. A note from a doctor must be shown if there is a medical reason for the child not taking part in PE.

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In all events, the student's welfare is our main concern and should their condition deteriorate they will be sent to the nurse for care. Students will not be forced to physically exert themselves if they are sick and they will be carefully monitored. PE is an important lesson for both social and physical reasons and the PE staff believe that if a student is well enough to attend lessons and break times, they are well enough to take some form of role in a PE lesson.

The assessment and reporting of Health and Physical Education is to be conducted in line with the Assessment and Reporting Schedule which is reviewed on a regular basis.

At the end of Semester One, each student deemed capable will receive a progression point in their school report, indicating progress against Curriculum standards. At the end of Semester Two, a written and graded report is provided by the Health and Physical Education Teacher for each student deemed capable.

**Thank you!**