



# Physical Education Policy

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## Key Document Details

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Author:	William Charman	Next review date:	
Owner:	The White Horse Federation		
Approved by:	Tamsyn Van Der Maulen		

## Physical Education Policy

### Ethos:

At Nyland School we aim to build an ethos of emotional awareness and understanding, known as emotional quotient, before intellectual quotient, in order to promote relevant and sustained development of the 'whole child'. This facilitates the outcome of nurturing valued and productive members of communities and society.

This is underpinned by creating an environment that promotes a feeling of belonging, of being connected to others and of 'relatedness'. Staff build and model secure, healthy relationships that pupils can learn from and recreate in their lives after and beyond school. On this foundation, pupils can build their learning.

Both our academic and emotional curriculum are designed to support motivation, engagement and thinking in order to promote learning and progress.

We have overarching EQ themes each term including feeling safe, resilience, confidence/self-esteem, empathy, self-regulation and managing relationships. Through these, we explore the vocabulary, language and comprehension of emotional quotient.

### Intent:

- Is to encourage life-long learning of physical education
- To be actively engaged in physical activity each week for a sustained period of time
- To develop fundamental movement skills to build a foundation to participate in a range of activities
- To develop our Emotional Quotient vocabulary using the Physical Education curriculum as a vehicle for this
- To understand the physical and mental benefits of exercise

### Implementation:

- Skills are taught through Physical Education lessons, swimming lessons, horse riding, boxing and Outdoor Pursuits lessons.
- PE skills and EQ focus are clearly set at the start of each term to enable to children to make links with previous learning and understand the bigger picture of what they are aiming for.
- The children's learning is sequential and enable them to build on previous knowledge, skills and experiences.
- To participate in both practical and theory lessons

### Impact:

- Children develop an enjoyment in physical activity and learning how to move their bodies
- They understand that there is a purpose for physical exercise and that they need these skills for the next stages of their lives.