



YSGOL BRO GWAUN

HEALTH AND WELLBEING POLICY POLISI IECHYD A LLES

Adolygiad/Review: 3 Blynnyddol / Every 3 Years

Adolygiad nesaf/Next Review: 01/2029

Wedi Cytuno gan Bwyllgor y Llywodraethwyr

Approved by Governors Committee

Arwyddwyd/Signed:

Pennaeth/Headteacher: _____

Llywodraethwr/Governor: _____

Rhiant/Parent: _____

Disgybl/Pupil: _____

Dyddiad/Date: _____

PHYSICAL EDUCATION POLICY

POLISI ADDYSG GORFFOROL

Rheoli Dogfennau / Document Control:

Fersiwn/ Version	Adolygiad/ Reviewed	Crynodeb o Newidiadau / Summary of changes	Wedi cytuno / Approved:
1.0	02/2021	Original document	02/2021
1.1	10/2022	Revised Front Covers	
1.2	01/2026	Adapted document	

Mae copi cyflawn o'r polisi hwn ar gael o swyddfa'r ysgol ar gais, gyda dyddiad cymmeradwyaeth, dyddiad adolygu a llofnod bob rhanddeiliad oedd yn rhan o cymmeradwyaeth polisi.

A complete copy of this policy is available from the school office upon request, they include an approval date, a review date and signatures of all stakeholders involved in the approval of the policy.

This policy outlines Ysgol Bro Gwaun's whole-school approach to Health and Wellbeing, bringing together curriculum provision through Physical Education, Jigsaw, and wider pastoral and enrichment opportunities.

The policy aligns with the Curriculum for Wales Health and Wellbeing Area of Learning and Experience (AoLE), ensuring learners develop the knowledge, skills, values and dispositions needed to lead healthy, fulfilling and responsible lives.

Aims

Ysgol Bro Gwaun aims to support all learners to:

- Develop positive physical, mental, emotional and social wellbeing
- Build confidence, resilience and self-worth
- Make informed, responsible choices affecting current and future health
- Develop respectful, healthy relationships
- Embed lifelong engagement in physical activity and healthy lifestyles

Health and Wellbeing is promoted through a coherent, progressive and inclusive approach across the curriculum, school environment and community.

Curriculum Content

The Health and Wellbeing AoLE enables learners to:

- Understand themselves, their bodies and emotions
- Develop physical competence and confidence
- Make informed decisions about health, safety and relationships
- Build resilience and manage change effectively

At Ysgol Bro Gwaun, the AoLE is delivered through:

- Physical Education
- Jigsaw programme (RSE code)
- Whole-school wellbeing initiatives

Physical Education

Physical Education plays a central role in Health and Wellbeing at Ysgol Bro Gwaun and supports learners to:

- Develop physical competence, tactical awareness and fitness
- Experience enjoyment, challenge and success in a range of activities
- Build confidence, teamwork, leadership and resilience
- Engage in regular physical activity for lifelong health

PE provision reflects Curriculum for Wales principles and supports learning within the Health and Wellbeing AoLE through meaningful, progressive and inclusive experiences. Topics included are;

- Team sports (football, rugby, netball, basketball, hockey, teambuilding)
- Individual sports (swimming, gymnastics, athletics, badminton, weightlifting)
- Health and fitness (methods of training and components of fitness, mindfulness)

RSE, PSE and Personal Development – Jigsaw Programme

Personal and Social development is delivered through the Jigsaw (11–16) programme, which provides a progressive, spiral curriculum across six key themes:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Jigsaw supports learners to develop understanding, skills and values relating to health, emotional wellbeing, relationships, safety, independence and personal responsibility, fully complementing Physical Education and other Health and Wellbeing learning.

Assessment and Progression – Head, Heart and Hands

Assessment in Health and Wellbeing and Physical Education at Ysgol Bro Gwaun is guided by the Head–Heart–Hands model, ensuring a holistic view of learner progress:

- Head (Know) – knowledge, understanding, decision-making and tactical awareness
- Heart (Grow) – confidence, motivation, resilience, mindset and self-esteem
- Hands (Show) – physical, practical and technical skills

Progression is described as Emerging, Developing, Secure or Exceeding, supporting meaningful feedback, reflection and learner ownership of improvement.

Teaching Strategies

Units of Work

Topics to be covered by year groups and in specific terms are set out in the Scheme of Work.

Time Allocation

Approximately four hours of curriculum time is devoted to PE and HWB each fortnight. One hour a week is also allocated to deliver the Jigsaw programme every fortnight.

Teaching Emphasis

The emphasis in our teaching of PE and HWB is on first hand experiences and we encourage children, increasingly, to take control of their own learning. We do, however, value the need to teach specific techniques and skills to enable each child to reach their potential. This is particularly appropriate to the teaching of Games, Athletics and Swimming.

Progression

Each and every pupil has the opportunity to reach their potential, and there will be occasions when groupings are based upon ability to ensure that this takes place. We ensure that differentiation is evident in lessons, and progression is provided for throughout the school by applying various aspects of the Principles of Progression.

The four principles are:

- Difficulty
- Quality
- Independence
- Interaction

Difficulty

- transference of skills
- smaller targets
- fewer options
- less space
- less time for decision making

Quality

- better style / technique
- better hand / eye co-ordination
- increased knowledge and understanding

Independence

- takes more initiative
- takes more responsibility
- chooses groups to work with
- decisions on personal hygiene

Interaction

- share space / resources
- work co-operatively in groups
- give feedback on own and others' performance
- help and are helped by others
- work competitively against others

Equal Opportunities

We value the spirit of sportsmanship and support each other's success in a 'sporting' way.

We believe that equal opportunities also demand that each pupil is given maximum opportunities to reach their potential in each lesson and throughout the Key Stages.

Children with physical disabilities are encouraged to participate in all lessons, but we appreciate that in some cases, their needs are different. We ensure that these children are given individual programmes of work whenever this is the case.

Dress Code

- All the children change for PE into shorts / joggers, t-shirts / sweatshirts and trainers.
- Jewellery should be removed for all lessons.
- All children must change back into their uniform at the end of the lesson, unless it is the end of the day.
- Staff are expected to dress appropriately for PE lessons. All adults taking or supporting PE lessons need to change shoes and dress accordingly.
- All pupils are required to bring their full PE kit to all Physical Education/Health and Wellbeing lessons, regardless of participation on that particular day. A record is kept of pupils who fail to bring their PE kit to school. Parents are contacted should a child fail to bring kit on three occasions in any one term. The School Prospectus provides details of the PE wear expected.

Safety

The pupils' safety is paramount at all times. Where the interpretation of a task requires the use of apparatus, attention must be paid to ensure that the safety of all concerned is stressed. This is particularly relevant when using large apparatus in Gymnastics.

Gymnasium rules:

- Apparatus must be carried by at least two children;
- Mats must not be placed directly under apparatus;
- Apparatus needs to be checked by staff before use.

Child Protection

Staff should be particularly vigilant when pupils are taking part in PE and HWB. Should they notice marks to the body which in any way cause concern, the Headteacher/Designated Child Protection/Safeguarding Officer should be informed immediately.

Additional Learning Needs

As a school, we aim to provide access to the whole curriculum for all pupils, and we are aware that this will require support for staff to develop appropriate strategies and resources as well as support for the individual child. All pupils take as full a part as possible in all school activities, and the curriculum is differentiated appropriately to the individual's needs and abilities. The methods of differentiation are by: organisational input, text, task, support and output.

This builds on our school inclusion ethos, which reinforces the need for teaching that is fully inclusive. Pupils with alternative needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to make the most of their education are valued. A variety of teaching styles and strategies are used to help pupils to take part in all activities in the subject and fully participate in every lesson. Work in lessons is varied to provide visual, auditory, kinaesthetic, sensory, individual, group and social learning experiences.

Pupils whose first language is not English will be monitored. An uncertain command of English may delay the progress in subject areas. This will be considered when planning for the subject.

More able and talented pupils will be provided with opportunities and encouragement to enable pupils to achieve their full potential. In lessons, pupils are provided with appropriate opportunities and challenges which enable them to learn as effectively as they can.

Cymraeg

Opportunities are taken within the teaching of PE and HWB to use Welsh whenever possible as a natural part of the school day. Reference to and discussions of various aspects of Welsh Culture are made appropriately. This continues to foster positive attitudes towards bilingualism within the school community.

Skills Statement

At Ysgol Bro Gwaun, we are committed to raising the standards of Physical Education of all our pupils so that they develop the ability to use numeracy skills effectively in all areas of the curriculum, and the skills necessary to cope confidently with the demands of everyday life and lifelong learning.

Skills

Alongside the Literacy and Numeracy Framework, we aim to develop skills in Thinking, ICT and the promotion of Personal and Social Education and the Curriculum Cymraeg. Physical literacy is the priority developed within the curriculum lessons, allowing pupils to build confidence, motivation and self-esteem for the future.