



LOWER SCHOOL PE HANDBOOK 2024-25



TASIS England Mission Statement



The School's purpose is to realize its core values. We believe that: every learner has the gift of innate curiosity that we can nurture into life-long learning; all our learners can develop the ability and confidence to flourish and become who they truly are; and building a vibrant, joyful, and healthy community of principled, open-minded, and compassionate individuals is why TASIS exists.

COMMITMENTS

We realize our values through our passion as educators and the following commitments:

We promote **multiple pathways** for each learner throughout our school environment, our programs, and our community.

Our commitment to nurturing **intellectual curiosity** prepares each learner for the opportunities and challenges of the future.

We encourage continuous personal **growth** through active **engagement** and desire to seek and learn from experiences. Through a balance of support and challenge, students flourish as creative, reflective, and resilient owners of their learning.

We foster **connections and collaboration** in our community of learners by cultivating supportive relationships and celebrating the unique contributions of each member.

OUTCOMES

The outcomes of a TASIS England education were articulated over many decades through the vision of the School's charismatic founder, Mary Crist Fleming.

Life-long Learning cultivates curiosity, exploration, and discovery, emboldening individuals to embrace a culture of learning and celebrate the journey of continuous development toward personal fulfillment.

International-mindedness promotes the exploration, communication, and celebration of diversity. Being curious and open-minded to the richness of perspective within our global community creates a desire to flourish through action and service.

Service Leadership fosters empathetic, compassionate, and principled individuals who take responsibility for sustaining healthy relationships with themselves, their families, their communities, and their environment.



TASIS England Lower School PE Handbook 2024-2025

Welcome to Physical Education,

The aim of PE is to provide all students with an opportunity to learn within a balanced program in which they are encouraged to further develop their application and understanding of movement skills, sportsmanship, collaboration/teamwork, and sports leadership.

Students will cover six main units throughout the year. Within each unit we will develop key fundamental movement skills through the concepts of:

- Run Jump Throw
- Net games
- Invasion Games
- Personal Fitness
- Striking and Fielding
- Movement Concepts (Parkour/Dance/Gymnastics).

Students will be given the opportunity throughout the various units to nurture their curiosity and discover and learn about the key concepts that aim to build upon previous knowledge and skills. Each of these skills are transferable into other PE units and also classroom-based subjects. They also help each student to strengthen not only their own individual experiences, but to encourage students to identify the positive connections that arise from shared and/or group experiences. An example of this is how communication can affect individual and team success.

Students are supported throughout their learning and will be emboldened to undertake a variety of learning roles within lessons, providing opportunities to gain further knowledge and/or to develop skills in areas such as peer feedback, lesson review and self reflection. These additional learning experiences allow students to play their part within a positive learning environment. This will provide each student with the opportunity to develop as a principled, open-minded, and compassionate member of our community. Students are given the best possible chance to flourish within PE when they are encouraged to take risks, learn from mistakes, and ultimately develop a lifelong passion for physical activity and a healthy lifestyle.

Where will the lessons be?

PE lessons will either be in the Large Gym, Small Gym, Gym Field 2 or Lower School lawn. It's advised that students bring suitable clothing and footwear to all lessons in case of inclement weather resulting in a location change on the day of the lesson.

What to wear?

On PE days, students should wear their PE uniform to school.

Rags and Tags day:

On Rags and Tags, students should wear items that they can participate in PE safely. Jeans or other forms of denim are not acceptable. Students should also wear footwear that's appropriate for the lesson. Eg- trainers or cleats.

Lower School PE Uniforms:

Students may wear plain navy blue, non-logo sweatpants purchased elsewhere as an alternative to the TESIS sweatpants, but all other components of the uniform should be purchased from [The Student Centre](#).



Indoor wear: School sweatshirt, T-shirt, sweat pants and/or shorts. Appropriate footwear is required (see below for descriptions)

Outdoor wear: As above but a jacket/coat is advised in colder weather along with extra layers to maintain warmth and comfort.

Assessments

Students are assessed on a range of criteria and skills. These include:

EY1:

- Physical movements
- Maintains a safe space
- Positive collaboration

EY2:

- Physical movements
- Knowledge and understanding
- Healthy living
- Positive collaboration

K - Grade 4:

- Physical skills
- Knowledge and understanding
- Health and well-being
- Sportsmanship and collaboration

Grading:**EY 1 and EY2:**

W - Working towards

S - Achieving with support

I - Achieving independently

E - Exceeding standard

NA - Not assessed at this time

K - Grade 4:

Needs support. Not grasping key concepts.

Approaching the standards. Beginning to grasp concepts.

Achieves standards. Grasps and applies concepts.

Please click on the grade level to view the assessment rubric and the descriptors:

[EY1](#)

[EY2](#)

[K](#)

[Grade 1 and 2](#)

[Grade 3 and 4](#)

Effort marks:

Each trimester, each student receives effort marks alongside their PE criteria grades.

These effort marks for K - Grade 4 are:

C - consistently

U - usually

S - sometimes

I - infrequently

Health and safety:

The safety of students during PE activities is of paramount importance. Earrings and other jewelry present a risk of injury to the wearer and others during physical activities. This policy aims to minimize such risks while respecting individual choices and school uniform requirements.

Expectations on Earrings

Removal of Earrings: Students are required to remove all earrings before participating in any PE activity. This applies to all types of earrings, including studs, hoops, and other forms of ear piercings.

Exceptions: In the case of newly pierced ears, or medical circumstances where the earrings cannot be removed for a specified period (typically six weeks for newly pierced ears), students are required to provide a written note or email from a parent, guardian or doctor. During this period in order to minimize risk the following interventions will take place:

- **Alternative Earring:** If earrings are unable to be removed students should try to ensure they use retainers which are flat studs that retain the piercing or small studs which reduce damage if a blow or ball hits the side of the head.
- **Taping:** Students must cover their earrings with medical tape or plasters. The tape should be applied securely by the student or under supervision before the start of the PE lesson. Staff are not required to apply tape for students, and for younger students this should be done at home.
- **Limited Participation:** Depending on the activity and the risk assessment conducted by the PE teacher for the lesson, students participation for certain activities will be adapted suitably to help minimize risk based on if the ears are taped or not.

Responsibility of Students and Parents

Students: It is the responsibility of the students to ensure that earrings are removed or taped before PE lessons. Students should arrive at PE lessons prepared, with earrings removed or taped appropriately.

Parents/Guardians: Parents are encouraged to plan ear piercings during holiday periods to allow the healing period to pass without affecting PE participation. Parents should inform the school and PE department in writing if their child has newly pierced ears or any medical condition linked to earrings and will need to tape them during PE lessons.

Teacher's Role and Enforcement

Safety Checks: PE teachers will conduct a visual check at the start of each lesson to ensure compliance with the earring policy. If a student is found to be wearing earrings that are not taped or removed, they will only be allowed to participate in adapted PE activities.

Jewelry:

All jewelry and watches, including fitness trackers must be removed for all lessons.

Footwear:

As with any activity, footwear and clothing must be considered and be deemed appropriate. ALL participants must wear items of clothing and footwear which are fit for purpose. Clean, non marking trainers must be worn indoors. Slip on trainers or fashion trainers such as Converse are not acceptable due to the lack of ankle support. Trainers will also be worn outside. Some units will require students to remove socks and shoes to participate safely. In wet weather, lessons will move indoors.

Hair:

Long hair must always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent vision being obscured.

Nails:

Nails must be sufficiently short to prevent injury to self and others. Acrylic nails are not allowed to be worn under any circumstances

Non-participation/injured students:

Students are expected to take part in all lessons. If a student is injured or unable to take part physically, they must have a note from a parent/guardian and/or from the TESIS Health Center. If this is the case, students will be given alternative roles within the lessons for the duration of their recovery so they are still engaged and involved with the class. Non-participation in PE will also result in non-participation in sports teams and/or co-curricular activities on the days students miss PE lessons.

First aid/concussion:

If a student gets injured while in class, they will be sent/escorted to the Health Centre to get checked out. In case of a face/head injury, they will be removed from the activity immediately and escorted to the Health Centre. Students that sustain a concussion will have to complete the [Gradual Return to Play Protocol](#).

Should you have any questions, please contact Mr. Bailey directly.

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