

Model Primary School & Nursery Unit



PHYSICAL EDUCATION POLICY





The Model Primary School

PHYSICAL EDUCATION

Rationale

In The Model Primary School we believe that P.E. is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in:

- Games
- Gymnastics
- Dance
- Athletics
- Swimming
- Outdoor Activities

P.E. contributes to the overall education of young people by improving their physical development, health and well-being.

Policy Development

This policy was developed following consultation with the Principal and Staff.

Purposes and Aims

The aim of this policy is to clarify and inform all staff, parents, governors, visitors and pupils, how P.E. is taught at The Model Primary School.

We aim that all children will:

- Develop a lasting sense of purpose, achievement and fulfilment in physical activity.
- Develop and explore their physical skills with increasing control, co-ordination and creativity.
- Be able to evaluate the quality and control of their own performance.
- Develop positive attitudes to physical endeavour including perseverance, fair play, sportsmanship, correct application of rules and the ability to cope with success and failure.
- Learn how physical exercise affects their body.
- Understand the need for safe practice in physical activities and know how to achieve this.
- Encounter a positive learning experience which will promote an active and healthy lifestyle.

Equal Opportunities

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in P.E.

We promote a learning environment that enables all children to feel safe and confident, in order for them to achieve the targets and goals applicable to them. Encouragement and praise is regularly given to ensure a positive learning experience and to raise self-esteem in order for children to achieve a sense of well-being in later life.

All children will be encouraged to develop:

- Control, co-ordination and mobility.
- Skill and confidence in a range of physical activities.
- An awareness of the physical capabilities of their body.
- Thinking, selecting and applying skills.
- Co-operative skills.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the Northern Ireland Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

Where appropriate, children with Special Educational Needs have specific targets relating to P.E. These targets are discussed with the Special Needs Co-ordinator and reviewed with the Learning Support Assistant (if one is assigned). The Learning Support Assistant works with the Teacher to provide activities that encourage and assist the child to meet their individual targets.

Definition of P.E. and content of the curriculum

P.E. is a key Area of Learning within the Northern Ireland Curriculum. The fundamental skills, knowledge and concepts of the Learning Area are set out in "The Statutory Requirements for Physical Education at Foundation/Key Stage 1 and Key Stage 2" where they are categorised into 5 areas of activity:

- Games
- Gymnastics
- Dance
- Athletics
- Swimming (Key Stage 2)

Teaching and Learning Styles

We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children.

Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability, and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.

P.E. in the Foundation Stage

We believe that a young person's development is inseparable from all other aspects of development because they learn from being active and interactive.

Effective Learning involves:

- Giving children plenty of time to explore, experiment and refine movements and actions unhurriedly.
- Providing a safe, well planned and resourced environment.
- Supporting other areas of learning through physical activity.
- Children using and learning through all their senses.
- Building on children's developing skills to promote confidence and independence.

Effective teaching requires:

- Providing opportunities for regular and frequent physical activity indoors and outdoors.
- Ensuring that space is safe to use, and that clothing is safe and sensible.
- Offering a range of stimuli for movement, such as action rhymes, stories, music and props.
- Introducing the vocabulary of movement and words of instruction.
- Teaching skills such as picking up bulky objects, getting onto a slide or responding to signals.
- Providing a range and sufficient quantity of small objects to handle.

Fundamental Movement Skills:

We believe that a child's Fundamental Movement Skills (running, jumping, throwing, agility, balance and co-ordination) are the building blocks for accessing all areas of the P.E. curriculum. These essential skills are introduced and developed in all classes within the school but specifically in the Foundation/Key Stage 1 classes. We avail of outside assistance through the **Minister's Programme** under the guidance of the coach provided by the IFA. They work in conjunction with the P3 teachers to implement a 'Fundamentals' scheme of work whereby the children are benchmarked then follow a year-long programme which is monitored and evaluated by those involved.

Areas of Activity

Dance

Dance is an art form which is concerned with developing control, co-ordination and versatility in the use of the body. It helps to maintain flexibility, develop strength and aesthetic awareness and the appreciation of beauty and quality in movement. Composition, performance and appreciation are the three components of dance. All are inter-related and will usually be taught together.

Aims

- To develop control, co-ordination, balance and poise in basic actions of travelling, elevation and stillness.
- To enable children to learn to enrich movements by varying shape, size, direction, level, speed, tension and continuity .

- To experience and respond to a variety of stimuli, including music.
- To explore moods, express feelings and ideas and create simple characters and narratives in movement.
- To create dances with clear beginnings, middles and ends.
- To use techniques and styles to communicate meanings and ideas.
- To give children the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production.
- To experience examples of traditional/folk dances from different countries.

Games

Games and competitive sports are an essential part of the Physical Education Programme. They involve children participating individually, in a team, co-operatively and are concerned with skills, tactics and principles of play.

Aims

- To provide experience of a variety of different games including; invasion games such as football, netball and hockey, net and ball games such as tennis and volley ball and striking and fielding games such as cricket and rounders.
- To gain understanding of common skills and principles, including attack and defence in all types of game
- To provide games practices that help improve skills.
- To develop own games, rules and scoring systems.
- To experience a variety of roles in each game including umpiring.
- To play and understand small-sided versions of recognised games
- To learn more advanced techniques and tactics in selected games and how to analyse them in order to improve performance.
- To experience the full sided version of a game and play in different positions in competitive situations.

Competitive Sport

Our school is represented in various inter-school competitions as an extension of class work at local, regional and national level. Most events are confined to the children in Key Stage 2.

- Soccer
- Netball
- Swimming
- Athletics
- Cross Country Running
- Judo

Gymnastics

In gymnastics the focus is on the body. We are concerned with acquiring control, coordination and versatility. Strength is developed and flexibility is maintained. The natural actions involved include; leaping, balancing, inverting, climbing, rolling and swinging. Pupils work alone, with partners and in small groups, sharing ideas, carefully sharing space and helping one another to lift, carry, place and use apparatus.

Aims

- To experience many ways of performing basic actions.
- To improve control of individual actions through repeated practice.
- To learn to link together a series of actions on floor and apparatus and to be able to

repeat them.

- To learn how to lift, carry and position apparatus.
- To learn to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to a task.
- To understand and be able to show how body tension, clarity of shape and extension influence quality.
- To understand and develop aesthetic qualities such as contrast, variety and repetition in more complex sequences.
- To demonstrate sequences with or without contact in partner work.

Swimming (Key Stage 2)

Programme delivered by Qualified Instructor – William Street Baths, Derry – supported by Class Teacher.

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all round exercise and can contribute to the development of flexibility, strength and stamina.

Aims

- To develop safety and confidence in the water .
- To know and understand the basic principles of water safety.
- To learn the fundamentals of recognised strokes and a variety of general water skills.
- That all children at the end of Key Stage 2 can swim at least 25 metres.

Athletics

In Athletics the focus is upon developing a variety of natural physical actions like running, jumping and throwing. The activities provide excellent opportunities for promoting physical fitness and understanding of how the body works.

Aims

- To experience and participate in running, jumping and throwing activities.
- To develop and practise the basic skills leading to the different athletic events - to learn how to measure, compare and improve performance.
- To experience competition.
- To learn about the effects of exercise upon physical health and fitness.

Co-ordination

The role of the P.E. co-ordinator is to:

- Take the lead in policy development.
- Take responsibility for the purchase and organisation of central resources for P.E.
- Give support to colleagues where appropriate.
- Keep up to date with development in P.E. through attending relevant INSET.
- Organise an annual sports day for each Key Stage.
- Organise an annual ‘Health and Fitness Week.’

Planning

P.E. is a key Learning Area in the Northern Ireland Curriculum. As required, we teach: Athletics, Dance, Games and Gymnastics at Foundation/Key Stage 1.

In Key Stage 2 we teach all of the above plus Swimming.

All teachers use the Northern Ireland Primary Curriculum (Golden Book) as well as the scheme of work for P.E. as the basis for medium term plans. These plans

define what is taught, and ensure an appropriate balance and distribution of work across each term. The subject leader monitors these plans.

The P.E. activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Organisation

P.E. is a firmly timetabled element of the curriculum because of the need to use hall/outside space/venues. PE. is taught throughout the school year but not all areas of activity are covered each term.

Timetable

All classes within the school are timetabled for two hall sessions per week of at least 40 minutes duration. Furthermore all classes are encouraged to make use of outdoor spaces where available and weather permitting.

Additional sport for Keystage 2

- Swimming for P7/P6 pupils on a specific term basis.
- Cross Country Running: Terms 1 & 2 – Mr Keenan
- After School Judo – Mr Paul Green
- Active Communities Programme 2014-15.
- School Football Team – Mr Keenan
- School Netball Team – Mrs Lamrock

Contribution of P.E. to teaching in other curriculum areas

English

P.E. contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance. It encourages speaking and listening amongst children as they learn to communicate as part of a team.

PDMU

P.E. contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They discuss playground issues during circle time and identify solutions to problems that have arisen from physical activity in the playground.

Spiritual, moral, social and cultural development

The teaching of P.E. offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Assessment

At school, we believe that it is crucial to monitor each child's progress in each aspect of the learning area and as such, formative assessment is used to determine what each child has learned and what therefore should be the next stage in their learning.

Suitable tasks for assessment include:

- Practical tasks directly observed by the teacher.
- Small group discussions related to a practical task.
- Specific assignments for individual pupils.

A record of children's progress and achievement in P.E. is included in a written report which is given annually to Parents/Carers.

Reporting in P.E. will focus on each child's:

- Control, co-ordination and mobility.
- Skill and confidence in a range of physical activities.
- Awareness of the physical capabilities of the body.
- Co-operative skills.

Resources

There is a wide range of resources to support the teaching of P.E. across the school. We keep most of our equipment in the P.E. store, and this is accessible to children only under adult supervision. The hall contains a large range of apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school pitch for games and athletics activities, and the local swimming pool for swimming lessons.

'Playground Pals' are in charge of collecting equipment at play times and setting up the equipment when teaching activities to younger children. Teachers and Mid-day Supervisors are also available to monitor this in the playground.

School Facilities.

Large Hall

P.E. Storeroom

1 Pitch

Tarmac Playgrounds

Assault Course

Self Activity Area (old canteen)

School Garden

Also available:

Swimming Pool – William Street Baths, Derry

Templemore Sports Complex, Derry

Health and Safety

Clothing – all Key Stage 2 children should have a change of clothes for P.E.

Foundation/Key Stage 1 children should have a change of indoor slippers & should remove bulky jumpers/fleeces.

Teachers are expected to set a good example by wearing appropriate clothing when teaching P.E. Teachers are also encouraged to refer to the 'Safe Practice in Physical Education and School Sports' manual which is situated in the staff room.

Where children are to participate in activities outside our school (a sports event at another school, for example) we ensure that a risk assessment is carried out prior to the activity.

Where possible, and appropriate, Learning Support Assistants, Mid-day Supervisors and Teaching Staff are trained in basic First Aid. Specific training is given to staff members in how to deal and treat specific health problems or allergies. Necessary medication and Care Plans are taken to Physical Education activities within and outside the school. Apparatus is checked annually to ensure safety in P.E.

Safety Checklist

Before you start:

- Are the pupils suitably dressed?
- Plimsoles for Dance.
- Trainers/plimsoles for games and athletics.
- Have you, the teacher, changed into suitable footwear?
- Have you collected dangerous articles e.g. watches, earrings?
- Have you checked long hair is tied back?
- Always make sure that any obstructions are out of the way when you are there.
- Does a signal immediately produce Stop Look Listen?
- Do the children handle equipment with care?

Placement

Outdoors - during transportation to and from Swimming Pool and Sports fields, are the children aware of the need for safety? Swimming is an enjoyable but potentially hazardous activity. Good control and knowledge of safety procedures is essential.

Indoors - are you keeping clear of all usual obstructions?

Mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed around indiscriminately. Only place a mat where you want the children to land!

When you get back!

Were there any near misses or collisions?

Should you adjust organisation or placing?

First Aid kit should be nearby.

Gloves should be worn at all times when dealing with cuts.

In case of an accident, correct procedures must be followed.

Links with outside agencies

Many external coaches are involved in teaching specific sports within and outside the curriculum. All coaches/specialists working within our school are required to provide a criminal record check before commencing work with children. They are also required to sign in and out.

Parents are invited to be involved in the sporting activities within and outside the school and are regularly informed of sporting opportunities and successes achieved by the children.

The school is involved in a wide variety of External Sporting Events throughout the year, details of which can be found in the supporting Appendix. Pupils are expected to provide permission from a Parent/Guardian before leaving the school premises. This is normally provided through our messaging service or written note.

Staff Training

- Staff will be encouraged to attend courses and review resources. The P.E. Coordinator will have access to specific training to support and develop their role.
- Trainees will be given the opportunity to work alongside the Class Teacher and given support by the Co-ordinator, who will provide the help where necessary.

Dissemination

All Staff and Governors will receive a copy of this policy. A copy will be readily available to all Parents/Carers.

The policy and schemes of work will be available on request to Parents, WELB, D.E.N.I. and others working for the school, through the Principal.

Reviewing the Policy

This policy will be reviewed Term One 2016.

Signed: _____

Date: _____

Appendix