



PHYSICAL EDUCATION POLICY

Date Ratified by Board of Governors: 11/9/23

Date of Review: 11/9/25

RATIONALE AND INTRODUCTION

St John's Primary School believes that Physical Education (PE) is essential to the development of the whole child. It provides the foundation for a healthy lifestyle and promotes self-esteem, good behaviour, co-operation, a sense of fairness and respect for others and enjoyment through participation.

We aim to provide all children with a happy, secure and stimulating learning environment that will meet the needs of each individual child.

A broad, balanced, relevant and differentiated curriculum, relating to the Northern Ireland Curriculum will be provided. All children will have the opportunity to develop fine and gross motor skills showing creativity, control, co-ordination and an improvement in their physical well-being, PE also develops a knowledge, awareness and understanding of fitness and health and the effects of physical activity upon their bodies encouraging children to continue their participation in physical activity after school and in later life.

Where possible PE will link to whole school curriculum planning. The physical context has the potential to enrich the knowledge and understanding of other curricular areas learnt by the pupils.

The policy was drafted by the Principal, Mr. Morgan (who will assume the responsibilities of PE co-ordinator) and all staff were consulted prior to its completion.

The policy will be reviewed on a regular basis. It may be adapted or amended as and when necessary to assist with the full implementation of PE into the school curriculum and in line with any changes to the NI curriculum.

PHYSICAL EDUCATION IN THE NI CURRICULUM

Framework For Foundation / Key Stage One:

The early years are crucial in laying the foundations of physical competency and positive attitudes to physical activity. Pupils at this key stage should experience a variety of activities that develop a wide range of skills. A sense of fun, enjoyment and achievement should pervade all activities.

At the beginning of Key Stage 1, much activity will be exploratory play in which pupils, individually, with a partner, or in a small group, respond to suggestions of the teacher, or to the stimuli and challenges provided by music, space or apparatus. With guidance, the play will become more structured and lead to the development of skills.

Pupils should be allowed time to develop confidence, both as individuals and members of a group. They should learn to listen and respond to guidance from the teachers, and to talk about their experiences in the physical education lesson.

Although presented in discrete activity areas, the programme of study in the early years should be taught frequently as integrated lessons, using various movement themes indifferent contexts. As pupils develop skills in the areas of physical education, lessons should focus on developing skills in these specific areas.

Framework For Key Stage Two:

Building on the experiences gained during Key Stage 1, pupils should be given opportunities to develop their skills and apply them in more complex personal challenges. They should be given sufficient guidance to cope with these challenges. They should continue to experience success in order to reinforce a positive attitude to physical activity.

The exploratory approach should be continued but interspersed, more frequently, with guidance in order to achieve good quality performance in each of the areas of the programme of study. Pupils should be encouraged to discuss the physical education activities and to develop an understanding of them and their relationship to health and exercise in everyday life.

AIMS OF PHYSICAL EDUCATION

- To promote physical activity, physical development and a healthy lifestyle.
- To develop social co-operation, a sense of fair play and demonstrate a respect for others and the environment.
- To develop and enhance self-esteem and confidence.
- To develop an understanding of the relationship between physical activity and good health.
- To promote and develop safe practice in physical activities.
- To provide equal opportunities for all children.
- To provide opportunities for all children to achieve their full potential in a range of physical activities and contexts.
- To develop creative, aesthetic and linguistic understanding through active participation.
- To develop a sense of enjoyment and positive attitudes to participation in physical activity.
- To develop fine and gross motor skills, control and co-ordination.

THE SCHOOL

Staffing

There are 4 classes in the school, primary one to seven, (1 single class (P1) and 3 composite classes (P2/3, P4/5, P6/7)). The teaching staff consists of the teaching principal (P6/7 - 3 days) and 4 teachers (one principal release – 2 days). There are 4 classroom assistants who work alongside the teachers.

All teachers are responsible for undertaking PE with their own class with alternative arrangements made for swimming in conjunction with Craigavon Lakes Swimming pool and PE facilitated by Owen McCormack for one session per week. PE co-ordination is undertaken by the Principal with several areas of responsibility (see Appendix for detailed list of PE co-ordinator's responsibilities).

Physical Resources available for PE

- The school has several areas available for PE including a small canteen, larger indoor area at the GAA club, grass playing field at the GAA club and one hard play surface.
- There are speakers available to use for dance.

- There is a wide variety of small games equipment. This is continually improved, and we intend to purchase more equipment over a period of time. We are grateful to the GAA club for their help in allowing the use of equipment.
- An opportunity is provided for all children from Primary five to Primary seven to undertake a programme of swimming lessons throughout the year under the guidance of Craigavon Lakes Leisure Centre. All children are expected to participate in these lessons unless accompanied by a parental note of consent.
- There is a range of existing playground markings including a football/basketball court, number square, hopscotch and more.

Allocation of Time for PE per week.

- All classes have PE timetabled for two 45-minute slots per week plus an additional 30-minute slot where and when possible, bringing the school to the recommended 120 minutes of curriculum PE each week.
- Primaries Five, Six and Seven have a swimming programme each year lasting thirty minutes each session.
- All Primaries are expected to further enhance their PE curriculum through outdoor activities, weather permitting.
- All primaries receive a varied curriculum on a weekly basis

NON-PARTICIPANTS

PE is a very important part of children's development, and everyone participates in each lesson unless excused with a note or medical problem. If children are excused, they must watch the lesson to keep up with the progress of the class and if appropriate take part in the lesson in a meaningful way i.e. timekeeping, measuring, assessing, writing a brief account or diagram of what is happening.

SPECIAL EDUCATIONAL NEEDS

All children are catered for and have the opportunity to participate in every activity. Each child is given realistic goals that they can work towards. A range of strategies, resources and tasks employed within the content of each Physical Education lesson will ensure the needs of the individual child are met.

DIFFERENTIATION

The PE programme aims to cater for the needs of children with abilities from the physically gifted to the physically challenged. Teachers will take account of differences in stage of development, previous experiences, body size, age, fitness and skill levels. These differences will be reflected in the variety of teaching and learning approaches and in the organisational management during PE lessons.

GENDER

This is not an issue within PE lessons. The school is committed to providing equal opportunities in the provision of Physical Education. Like above there will be consideration taken for differences in stage of development, previous experiences, body size, age, fitness and skill levels however there will be no gender discrimination in terms of activities offered.

CONTINUITY AND PROGRESSION

This will be overseen by the co-ordinator, who will support the development and advise year groups on schemes of work and units of work.

RANGE AND BALANCE OF TEACHING STYLES

A variety of teaching styles will be utilised to meet the needs of children and the demands of the lesson. These include:

- Exploratory approach
- Task orientated
- Problem solving
- Guided Discovery
- Direct approach

Children will have opportunities to work individually with a partner, in groups and as a whole class.

ASSESSMENT AND RECORDING AND REPORTING PUPIL ATTAINMENT

Assessment in PE is designed to identify the attainment of each individual child and should influence future teaching and planning. All teachers are involved in continuously assessing and monitoring pupils' progress and achievements.

While Physical Education is not to be formally assessed, teachers will mention progress and opportunities on annual reports and discuss during parents/guardians consultation meetings when necessary. Reports will also inform new class teachers of previous learning, progress and attainment.

EVALUATING

All teachers will be involved in continually monitoring and evaluating the quality of learning and teaching and adjust their programmes accordingly. This will ensure that curriculum planning, pupil learning, progress and attainment are being achieved. The co-ordinator will be responsible for the overall monitoring and evaluating of all aspects of Physical Education.

EXTRA - CURRICULAR PROVISION

A range of extra curricular activities is offered to pupils, providing opportunities for them to extend and develop their knowledge, skills, understanding and positive attitudes towards physical activity.

Part of the provision will involve playing competitive fixtures against other schools. We welcome such contacts and appreciate the support of parents.

CROSS-CURRICULAR ASPECTS OF PE

Physical education offers valuable contributions to other curricular areas – e.g.

- Language
 - discuss shapes in gymnastics
 - discuss rules in games
 - following instructions

- Maths/Science
 - Measuring time/distance
 - Comparing time/distance
 - Areas of playing grids/fields
 - Counting, using different units of measurement
 - Sequencing
 - Effects of exercise
- Geography
 - Map skills (orienteeing)
 - Use of compass
 - Study of national and international events e.g. World Cup/Olympic Games
- History
 - Historical events and games e.g. Greeks
- Art
 - Design posters for sports event
 - Design of sports clothes
- Music
 - Interpreting music for dance/gymnastics

CROSS-CURRICULAR THEMES

Practical Implications

Key Stage 1

Shared Education

- Partners
- Rules - own games
- Sharing - co-operation, fair play
- Competition - small games
- Street Games

Health Education

- When do we sweat and why?
- Why are we puffing?
- Rest
- Energy and Food
- Safety - Self, Others

Cultural Heritage

- Games
 - Street
 - Action
- Dances

Key Stage 2

Shared Education

- Why do we need rules?
- Inter-school activities
- Self-respect and respect for others
- Variety of team games - opponents, partners, teammates

- Co-operation

Health Education

- Group
 - Co-operation
 - Initiative
 - Leadership
- What happens when we run?
- Difference between agility, strength and suppleness
- Safety of equipment, self and others
- Basic first aid
- Cycling
- Swimming
- Rules
- Promote positive attitude towards health
- Value of:
 - Exercise
 - Relaxation
 - Rest
 - Nutrition
 - Hygiene

Cultural Heritage

- Experience activities of own CH
- Experience activities from other countries
- Folk, national dance.

Information Technology

- Monitor and improve personal performance e.g. athletics
- Use of stopwatches, tape-measures, collecting and storing data
 - Present and interpret data
- Develop confidence and understanding of appropriate uses of IT

HEALTH AND SAFETY FACTORS IN PHYSICAL EDUCATION

The physical education and extra curricular programme both require the same 'duty of care' of teachers and provide many continuing opportunities to involve young people in safety matters. Awareness of safety is an integral part of the education process... nowhere more so than in physical education.

(BAALPE 2000)

NB: if any aspect of the safety policy is in doubt teachers should refer to 'BAALPE - Safe Practice in PE' document.

CLOTHING

Suitable Clothing

All children should wear trousers and trainers on PE days. They should wear a comfortable t-shirt and only wear a jumper / quarter zip when it is required (weather dependent). Our school polo and jumper are appropriate for PE, but children should be encouraged to wear a t-shirt or jersey on PE days.

When changing children will be taught to change in a routine manner and leave their clothes neatly on their desks. Each item of clothing should be clearly marked with the child's name. Warm clothing will be encouraged if pupils are working outdoors.

There are difficulties arising over where children should change and the corresponding safety factors. Teachers are assessing the arrangements that best suit them. We are aware that the wearing of shorts for PE is desirable, however, we do not have changing facilities at present. Children can wear shorts on PE days if the weather is warm.

Jewellery and Hair

All jewellery should be removed for PE and games lessons. Children wearing earrings will not be permitted to take part. Teachers do not remove earrings, neither do they take responsibility for the safe keeping of such valuables. Jewellery should be left at home on the day when PE is timetabled thus avoiding any likelihood of loss of such items. Long hair should be tied back.

Teachers

Teachers should wear appropriate footwear and clothing suitable to the task. There is evidence to suggest that teacher clothing can affect the motivation of pupils taking part in PE lessons.

CONDITION OF THE HALL OR PLAYING SURFACE

To ensure that children are working in a safe and suitable environment the following considerations are essential:

- Removal of unnecessary furniture from the working space i.e. tables and chairs removed from canteen, spin bikes removed in GAA hall
- A clean non-slip and splinter proof floor to enable floor work
- A safe out-door surface for playing games (no loose stones and gravel, no badly uneven surfaces, no holes in tarmac or grass surface). Children will not be permitted to play on these surfaces if they are frozen, covered in moss, glass or other hazards. If the grass is wet children should wear football boots if available.
- Floor markings for games are sufficiently far away from fences and walls to prevent accidents.

SUITABLE AND SAFE ORGANISATION OF EQUIPMENT

- Easily accessible equipment stored in the outside store in playground in a tidy and orderly manner so that appointed children can easily and safely remove the selected containers.
- All teachers and children will be familiar with the correct lifting and carrying technique.
- Damaged equipment should not be used. It must be reported to the PE co-ordinator.

GOOD ORGANISATION OF THE LESSON

Good class control is fundamental to ensure that the children can participate safely in the lesson.

The format of the lesson will be very clearly planned with appropriate progression i.e.:

- Supervised entry into the hall/playground
- Progression for safety
- Introduction/warm up activity
- Development of lesson
- Conclusion/cool down
- Appropriate apparatus and teaching styles used
- Differentiation considered for all pupils especially those with special needs
- Appropriate teacher involvement

MEDICAL CONDITIONS

- Teachers should be aware of any medical conditions of children in their class.
- Teachers and children should be aware of the normal emergency aid/first aid procedures.

SWIMMING

No pupils should be sent to the pool as a spectator. All parties of pupils must be accompanied by teachers considered by the principal to be sufficient in number to maintain discipline and to ensure the safety of the pupils involved.

Guidelines/Instructions

Teachers who have little or no experience in the teaching of swimming or who may be non-swimmers have responsibility for general supervision and discipline on a pool visit. The instructor is responsible for the safety of the pupils when they are actually in the water, but the teacher should be within sight of pupils and take disciplinary action which he/she considers necessary. Pupils in the changing rooms should use individual changing areas and behave in an appropriate manner. The accompanying teacher and classroom assistant will ensure efficient turnover of changing time and behaviour.

Rules of Hygiene for Staff and Pupils

- Pupils with boils, sores, rashes, etc. should not be allowed to enter the water. Feet should be regularly inspected by parents for Athlete's Foot, Verruca, etc.
- All pupils should be instructed to use their handkerchiefs before entering the water
- Pupils should visit the toilets before passing through pre-cleaning showers and footbaths
- No spitting allowed
- Pupils should be instructed to pay particular attention to the drying of hair and feet
- Outdoor shoes must not be worn on the pool side.

Rules of Safety for Staff and Pupils

- No-one should be permitted to enter the water until directed to do so by the instructor
- Running on the pool side is not permitted
- No 'horse play' in any form is permitted
- All signals by hand or whistle must be instantly obeyed
- All pupils must leave the water immediately on being told to do so
- Discipline should be firm, and all rules rigidly enforced

Swimming Instructors' Absences

If a swimming instructor is not available on arrival to the swimming pool, then the lesson will not take place and children will return to the school.

APPENDIX

COORDINATOR'S DUTIES AND RESPONSIBILITIES:

- Raising standards for pupils
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils
- To monitor and support the overall progress and development of pupils to reach their potential
- To contribute to raising standards of pupil attainment
- To assist in the development of appropriate syllabuses, resources, schemes of work, assessment process and teaching strategies in the Curriculum Area and Department
- To contribute to the achievement of the school's development plan and its implementation
- To plan and prepare lessons
- To contribute to the whole school's planning activities
- Raising standards in self & staff
- Develop own expertise in the above subject areas
- To keep abreast of the subject area through research, CPD etc
- To produce in consultation with colleagues written policies and guidance, and lead staff in the discussion of policy and guidance
- To oversee the effective supply & use of curriculum resources
- Ensure legal compliance with statutory curriculum guidance in the subject
- Advise, monitor, support & coach colleagues to ensure good practice in PE
- Monitor and assist in the evaluation of the delivery of the above subject areas across the school

PE EQUIPMENT

- Tarmac playground
- Large grass area (GAA club)
- Multi-purpose hall with no fixed apparatus (GAA club)
- Hoops - variety of sizes,(plastic)
- Balls - large variety
- Beanbags
- Skipping ropes - small, medium, large
- Cones
- Bibs
- Chalk

MENTAL CHECKLIST REGARDING SAFETY

Before you start

- Are the pupils suitably dressed and with appropriate footwear?
- Are you, the teacher, suitably dressed and with appropriate footwear?
- Is all jewellery removed and stored in a safe place?

When you are there

- Does a signal immediately produce: STOP: LOOK: LISTEN?

- Is the equipment safely stored?
- Are the children well trained to get out what equipment they can under your supervision?
- Have you taught the correct methods of lifting and carrying?
- Is the equipment placed safely?
- Once it is set out, do you make sure the children use it correctly?
- Have you checked each piece before they use it?
- Are you in a position where you can see the whole class working all the time?
- Is there a safe underground surface for the activity?

When you get back

- Was the material and lesson you chose suitable for the age and ability of the children?