



St Mary's Primary School Draperstown

P.E. Policy

St Mary's Draperstown Physical Education (PE) Policy

1 Aims and objectives

1.1 At St Mary's Draperstown we enable children to

1. To be healthy.
2. To stay safe.
3. To enjoy and achieve.
4. To make a positive contribution.
5. To achieve economic well being.

1.2 We meet the above criteria by encouraging high quality physical education lessons and activities. Within these lessons the children's knowledge, skills and understanding is developed so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

1.3 Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

1.4 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.

1.5 We promote a learning environment that enables the children to feel safe and confident in order for them to achieve the targets and goals that they are trying to achieve.

1.6 The objectives of teaching PE at St Mary's Draperstown are:

- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills, apply rules and conventions, and make up their own rules for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to create an environment to promote a positive learning experience

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE 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.

2.2 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 (e.g. timed events, such as an 80m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

3 PE curriculum planning

- 3.1** PE is a foundation subject in the Revised Curriculum. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics.
- 3.2** The PE Specialist uses the Revise Curriculum Golden book Primary Curriculum scheme of work as the basis for medium term plans. This gives details of each unit of work for each term. These plans define what is taught, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.
- 3.3** The Short term plans for P.E. are include in the teachers planners. This lists the specific learning objectives and expected outcomes, the success criteria and give details of how the lesson is to be taught.
- 3.4** The PE 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.

4 The Foundation Stage

- 4.1** We encourage the physical development of our children in the Primary One and two classes as an integral part of their work. As the Primary One and Two classes are part of the Foundation Stage of the Revised Curriculum, we relate the physical development of the

children to the objectives set out in Primary Curriculum, which underpin the curriculum planning for children aged four to six years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. We work closely with the Ulster Council within a scheme of work devised by them call 'Fundamentals' and have a coach from the Ulster council leasing our teacher in the delivery of this.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

PE 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.

5.2 PDMU

PE 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.

5.3 Spiritual, moral, social and cultural development

The teaching of PE 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.

7 PE and inclusion

- 7.1** We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; English as an Additional Language (EAL).
- 7.2** 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 Revised 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.
- 7.3** Where appropriate, children with Special Educational Needs have specific targets relating to PE. These targets are discussed with the Special Needs Co-ordinator and regularly reviewed with the Learning Support Assistant, (if one is assigned). The Learning Support Assistant works with the PE Specialist to provide activities that encourage and assist the child to meet their individual targets.
- 7.4** We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. (ie Maghera Swimming Pool and Magherafelt Sports Arena)
- 7.5** Where possible and appropriate, Learning Support Assistants, Midday Supervisors and Teaching Staff are trained in basic First Aid. Specific Training is regularly given to staff members in how to deal and treat specific health problems or allergies. Necessary medication is taken to physical education activities within and outside the school.
- 7.6** PE and the wider community: 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. 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. We have a parent coaching camoige with the aid of a member of Staff. We have two coaches one from the Ulster Council and one from the Derry Count Board. The school also work in conjunction with a programme called fit for life which is run by the local Council.

8 Assessment for learning

- 8.1** The teacher makes assessments of students as they are observed during PE lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve.

9 Resources

- 9.1** There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large 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 field for games and athletics activities, and the local swimming pool for swimming lessons. Playleaders are in charge of collecting their own equipment, and setting up the equipment when teaching activities to younger children. The playleaders are involved in carrying out a risk assessment of the activity and the Teachers and Midday Supervisors are available to monitor this in the playground.

10 Health and safety

- 10.1** It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area, including after school sports clubs held at the school. Teachers are expected to set a good example by wearing appropriate clothing when teaching PE. Teachers are also encourages to refer to the 'Safe

Practice in Physical Education and School Sports' manual which is situated in the staff room.

11 Extended schools activities

11.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of physical activities. The school sends details of the current club activities to parents at the beginning of each year

11.2 .

11.3 St Marys Draperstown enters a large range of sporting competitions against other schools. These again, enable the children to gain experience, encourage co-operation and teamwork, develop and utilise skills and enhance self-esteem. The children are asked to reflect on their performance at the end of these competitions and personal achievements and success are always acknowledged.

12 Monitoring and review

12.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the teacher.

This policy will be reviewed regularly and will take account of any changes to staffing, resources, etc.