

St Malachy's Glencull PE Policy

1. Aims and objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and athletics. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE in St Malachy's Glencull are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children, perform skills and apply rules for different activities;
- to increase children's ability to use what they have learnt 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 develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

2. Teaching and learning style

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/group activities. Teachers and coaches 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 there are children of differing 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 for higher ability pupils
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenges through the provision of different resources, e.g. different gymnastics equipment.

3. FOUNDATION AND KEY STAGE 1 (statutory)

The minimum content for Physical Education is set out below.

Teachers and coaches should provide opportunities for pupils to develop knowledge, understanding and skills in:

Athletics

Pupils should be enabled to:

- participate in fun activities and physical challenges enabling them to begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment;
- practise simple running techniques in a variety of fun activities;
- practise jumping and throwing activities, initially from a stationary position progressing to a controlled run-up;
- measure performance in simple athletic activities.

Dance

Pupils should be enabled to:

- use different parts of the body to explore personal and general space and to move using simple actions;
- listen to, and move in response to, different stimuli and accompaniments;
- move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light);
- perform simple steps and movements to given rhythms and musical phrases;
- create, practise, remember and perform simple movement sequences;
- develop their movements progressively individually and in pairs.

Games

Pupils should be enabled to:

- practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment;
- develop the skills relevant to games, including running, stopping, jumping and skipping;
- make use of space to outwit an opponent;
- take part in simple games involving individual and co-operative play.

Gymnastics

Pupils should be enabled to

- explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing;
- explore, practise and improve body management skills;
- form simple sequences by linking movements;
- progress from working individually to working in pairs;
- evaluate their movements and those of others.

4. KEY STAGE 2 (statutory)

The minimum content for Physical Education is set out below. Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:

Athletics

- Pupils should be enabled to
- participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment;
- progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance;
- practise running over short and long distances;
- practise jumping for height and distance;
- practise throwing activities for accuracy and distance from a stationary position to a controlled run-up;
- record and analyse personal performance in a variety of ways.

Dance

- Pupils should be enabled to:
- progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed;
- develop their movements progressively individually; in pairs; in trios; small groups; and larger groups.
- develop more effective use of space levels, directions, speed and strength
- move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;
- create, practise and perform movement sequences, using a variety of stimuli and to an audience;
- structure dances with clear beginnings, middles and ends;
- perform a selection of simple folk dances.

Games

- Pupils should be enabled to:
- progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play;
- develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;
- improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play;
- develop an understanding of, and participate in, small-sided, adapted and mini games.

Gymnastics

- Pupils should be enabled to:
- extend their body management skills and improve the variety and quality of movement;
- progress from working individually to working in pairs, trios, small groups and whole groups;
- explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching.

Swimming

- Pupils should be enabled to:
- develop basic swimming and personal survival skills;
- understand the importance of personal hygiene in relation to pool use;
- progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

5. Contribution of PE to teaching in other curriculum areas

Literacy and Numeracy

PE contributes to the teaching of Literacy and Numeracy in our school by linking warm ups and games to mathematical language used in the class as well as the use of timers, counting points and estimating. Literacy is linked through the use of talking and listening, following instructions, evaluating performance and the recognition of verbs.

Information and Communication Technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

PDMU

PE contributes to the teaching of PDMU as children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. It also provides 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.

6. Assessment and recording

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/Carer's.

- Demonstrate competence & control in fundamental movement skills
- Show ability to perform in dance activities
- Use a range of skills in Gymnastics and Games
- Use the core skills in Athletics individually and as part of a team
- Demonstrate swimming and personal survival skills

7. Resources

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 safely as part of their work. By so doing, the children learn to handle equipment in a safe and organised way. The children use the school playground and pitch for games and athletics activities and the local swimming pool for swimming lessons.

8. Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Children are expected to wear in their PE gear on the appropriate days and into the agreed clothing for each activity area. Teachers are encouraged to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity. An adult will be appropriately trained and aware of any health difficulties in their class.

9. Planning, monitoring and review

Planners are in place from the Healthy Kidz programme for each Key stage for the year. Additional coaches should be asked for their planning and kept to assist the class teacher. Teacher's should also add their own planned lessons and areas taught. This will be reviewed and monitored throughout the year by the PE Co-ordinator.

10. Extra-curricular activities

The school provides a range of PE-related after school activities including netball, football, rugby and basketball for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in organised competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

11. Risk Assessments

Additional PE risk assessments will be completed by class teachers prior to lessons. These will vary depending on the nature and type of lesson. These will adhere to the risk assessment policy of the school.

12. Non Participation

Non-participation will be accepted when a notified by a parent or guardian explaining why the pupil cannot take part in the P.E. lesson, or if the teacher decides a pupil is not fit to take an active part. If a child refuses to partake in a lesson teacher will aim to review and modify a range of factors – equipment, teaching style, differentiation and activity. If this is unsuccessful they will be actively encouraged to take up a supporting role in the lesson.

13. SEN Provision and Inclusion

If a child has special educational needs or awaiting referral our teachers will aim to review and modify 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.

It is important not to make generalisations about the physical ability of children with special educational needs as each individual child will require different considerations and have different capabilities. In the context of physical activity, the following points may be useful:

- Do not underestimate the intelligence or ability of children with special educational needs.
- Talk with them, and involve their parents, carers, the special educational needs co-ordinator and others to establish what they can do and what their needs are.
- Explore ways of including rather than reasons for not including. Allow the children to work together on adapting activities.
- Enable children with special educational needs to succeed and enjoy the activity.
- It may be appropriate for some children to work on a different activity. Discuss this openly with the class.

Some activities are made up of various skills. If the child does not have all the skills, start from what they can do and build from there. Children who have other physical or sensory impairments or learning difficulties should be encouraged as much as possible to maximise their movement potential by fully developing their abilities.

14. Outside Agencies and Safeguarding

Use of any external personnel including sports coaches will be in line with the school's policy on Safeguarding and required to provide a vetting check before commencing work with the children.

Safety in Physical Education

“Physical Education includes many activities which offer a challenge to the child’s initiative, determination and courage ...

Safety precautions cannot remove all risks but should eliminate unnecessary dangers!”

(D.E.N.I. 1985 Safety in P.E. in the Primary School)

- Lessons should be carefully planned and have a clear structure.
- The teacher area and equipment are assessed for safety prior to lesson. Any problems with unsafe or damaged equipment are reported to PE coordinator.
- Accidents logged in incident report form and parents informed if necessary.
- Good class control is fundamental to safety. Before, during and after the P.E. lesson children will be taught that they must only move upon a given instruction from the teacher. There should be systematic progress to more difficult activities.
- Given appropriate guidance the child can be helped to a sense of responsibility for his own safety and that of his fellow pupils. The teacher should eliminate unnecessary dangers to the safety, well-being and health of her children. A common-sense approach when checking facilities, apparatus, clothing and footwear will eliminate most dangers.
- Children should be taught to set out and use apparatus with care. The gymnasium/hall should be adequately heated and well lit. All staff should be aware of their roles and responsibilities when using facilities.
- If an accident occurs, the teacher will stop all activity. Children should not move from a sitting position on the floor while the injured child is dealt with. It is the responsibility of the teacher that in the event of an accident the Principal is always informed and the appropriate documentation completed.
- Where behaviour is deemed to be inappropriate/dangerous to oneself or other children, the child will be withdrawn for a fraction of the lesson.

15. PE and Well Being

PE will be used as a tool to build children's understanding and commitment to a regular physical activity which will:

- enhance their confidence
- overall health
- self-esteem
- self-management
- social awareness
- relationship skills
- responsible decision-making

16. Teacher Methods and strategies

It is recognised that a variety of teaching methods will be employed to ensure that the needs of all pupils are met within Physical Education. A selection of teaching strategies will be adopted according to specific needs of the class, including;

- Teacher demonstration
- Pupil demonstration
- Discovery Method
- Problem Solving
- Provide Guidance for Creativity
- Task Setting
- Developing Skills
- Using a variety of Stimuli

It is through teaching methods like these that the Learning Outcomes for the Physical Education policy are met. By the end of Key Stage 2 the school will have provided opportunities for children to develop at an appropriate level as well as developing:

- An ability to plan and perform with confidence, using a range of skills, in a variety of progressively challenging contexts.
- An ability to make informed judgements about their own performance and that of others in a range of physical activities and to be able to adapt, modify and improve their performance.
- Positive attitudes to keeping healthy through exercise, diet and personal hygiene.
- An awareness of the importance of safety of physical activities. An understanding of themselves and others and developing a sense of their own individuality.

17. Differentiation in Physical education

Planning for physical education means seeking to cater for a range of different abilities and needs. This will mean making provision for groups of children with similar needs, and for those with individual or special needs. For example: children with hearing difficulties, eyesight problems, health problems, poor co-ordination, emotional problems.

It is our aim, through a child centred approach, that every child has achievable and realistic goals which they can work towards. Teachers are encouraged to evaluate their own teaching and continually re-assess their programme adjusting it accordingly to meet the need of all the children.

This is a demanding task, best achieved by:

- building on the past achievements of individual pupils;
- planning to develop specific skills, knowledge and understanding;
- encouraging participation of those with physical impairment or special needs;
- making provision for children with special medical conditions that may affect them during the lesson (e.g. asthma);
- providing opportunities for each child to be appropriately challenged and to experience.

Strategies towards a differentiated approach will include:

Differentiation by task

When individuals or groups within the class will work on different tasks designed to their level of ability. These may be focused on a similar theme but lie at different points on the continuum of progression for that activity i.e. children working through a series of activities with increasing levels of difficulty e.g. catching with two hands / one hand / left hand / right hand.

Differentiation by outcome

Children engaged on a common task which allowed for different levels of response, e.g. creating a dance to the same piece of music. Following this approach, the teacher may progress with differentiated tasks as above.

Differentiation by time

Children or groups receive specific teacher attention and consequently time to progress them beyond a particular plateau of skill or area of difficulty thus enabling them to achieve success and move forward to make further progress.

Competition and Outside Events

Throughout the year P4-7 children are offered opportunities to play in competitive and non-competitive Blitz. During a non-competitive Blitz all the children who attend will get equal opportunity to play, with a focus on improvement. At a competitive blitz the team that is most likely to win will be picked and there is no guarantee that all children will get to travel or to play, nor that they will get to play in the position they wish to play. Where possible, we aim to have a mix of the two different types of event throughout the year.