

ST PATRICK'S PRIMARY SCHOOL, HILLTOWN



PHYSICAL EDUCATION Policy

November 2024

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Vision statement

St Patrick's Primary School is a catholic school where staff, governors and parents are committed to progressing in partnership to provide the right for each child to become the best they can be in a caring inclusive respectful community.

Our values are based on

Faith fairness friendship compassion courage
hope inclusion kindness learning growth
respect pride partnership teamwork trust

Our Mission Statement

St Patrick's Primary School is a welcoming Catholic community centred on Christ, where His Values and Gospel message is lived out through life in our school, in our thoughts, words and deeds.

We are committed to working in partnership, with the home and parish, in developing each child's personality, talents and abilities to the highest standards, in a mutually supportive and caring environment.

We will nurture our pupils' self-worth, and promote a spirit of respect, inclusion and tolerance towards others, with recognition of the value of other people, regardless of gender, ability, social or cultural background.

We expect all in our community to work hard to achieve our aims.

We show our commitment to working as a learning school through:

- Continuing professional development of all staff.
- Reflective practice in learning and teaching.
- Listening to the pupil voice.
- Promoting and sharing of good practice.

General Overview and Rationale

“Schools have a responsibility to provide a broad and balanced curriculum for all children and schools should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible”.
(The Northern Ireland Curriculum).

St Patrick’s Primary School strongly believes that Physical Education (PE) has a fundamental role to play in the development of the whole child. It provides the foundations for a healthy lifestyle, promotes self-esteem, fosters good behaviour and allows children to develop their understanding of co-operation, fairness and respect for others through active participation.

By employing a wide range of teaching strategies to deliver a broad, balanced, relevant and differentiated curriculum we strive to provide all our children with a fun, enjoyable, secure and stimulating learning environment that will address the needs of each individual child.

The Curriculum

The Physical Education Programme of study at Foundation Level and Key Stages 1 and 2 includes Athletics, Dance, Games and Gymnastics (Body Management Skills). A fundamental movement skills programme is integrated into outdoor play sessions in the foundation stage. At Key Stage 2 level pupils will also participate in swimming. Through activities provided in all the areas of the programme children will have opportunities to explore, invent, plan, practise, improve, perform, observe, and evaluate the performances of themselves and others. Children will also have the opportunity to develop fine and gross motor skills showing creativity, control and co-ordination.

The subject naturally links to other subjects: the use of the outdoors for learning relates to environmental education; an awareness of community leisure opportunities and the development of inter-personal skills link with citizenship; safe practice and an awareness of how exercise contributes to health relate to health education. Also, key skills, such as communication, collecting, analyzing and interpreting information or problem solving are central to physical education.

The Northern Ireland Curriculum requires Programmes of Study for various areas of activity in physical education to be taught within each Key Stage.

General Aims of Physical Education within St Patrick’s Primary School

The following aims run central to the teaching and learning of Physical Education across Foundation Stage, Key Stage One and Key Stage Two.

1. All children should experience a sense of fun, enjoyment and achievement through a variety of progressively challenging and innovative activities.
2. To promote physical activity and development and the need for a healthy lifestyle.
3. To develop and increase self-esteem and self-confidence.
4. To foster creative, aesthetic and linguistic understanding through active participation in Athletics, Dance, Games and Gymnastics.
5. To develop social co-operation, a sense of fairness and team spirit and to demonstrate a respect for others and the environment.
6. To foster a sense of enjoyment and a positive ethos towards physical activity.
7. To develop fine and gross motor skills, control, balance and co-ordination.
8. To provide opportunities for all pupils to achieve their full potential in a range of physical activities and contexts.
9. To develop an understanding of the relationship between physical activity and health-related fitness.
10. To promote and develop safe practice in physical activities.
11. To deliver an inclusive PE curriculum that provides equal opportunities for all children.

These essential capabilities should be developed in a context which ensures:

- Equality of opportunity in terms of access to:
 - time on the subject
 - a broad and balanced programme
 - staffing expertise
 - facility use
 - appropriate grouping according to experience, ability, gender or other relevant criteria
- a safe environment which
 - provides challenge and responsibility whilst eliminating danger
 - is based on a sound risk assessment
 - (is taught by appropriately experienced (and, where relevant, qualified) staff)
 - is offered within guidelines which establish concern for health and safety
- a well-managed and organised framework which :
 - is well taught
 - provides for pupil responsibility and involvement in own learning
 - sets high standards of performance
 - involves a good level of activity

Programme Structure

Of primary importance are the need and entitlement of every pupil to receive a broad, balanced, and differentiated curriculum in order to succeed and to attain the highest possible personal standards of achievement.

Effective learning opportunities should be offered to all pupils with relevant and challenging work at each key stage. It is essential that pupils' diverse learning needs are catered for.

Staff will plan for four areas of activity at FS/KS1 and five areas of activity at KS2, including swimming. Within the activities undertaken, pupils should receive continuous experience of the skills and concepts relating to health and fitness, safe practice and personal and social development.

The content of the curriculum from P1 to P7 will include movement experiences in the following areas:

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

Adopting a whole-school approach will ensure continuity and progression, with curriculum content and policy being reviewed.

Foundation Stage

The early years are essential in laying the foundations of physical competency and positive attitudes towards physical activity. The activities in the Foundation Stage aim to enhance the physical development of children, their understanding of themselves and their relationships with others.

In the Foundation Stage children have opportunities to develop the fundamental movement skills using a wide range of small and large equipment, both indoors and outdoors through exploratory play. They will begin to develop body awareness as well as an awareness of space in relation to others and in the physical environment in which they are working. They should be able to recognise and follow relevant rules and safety procedures. Through active participation they will have been given frequent opportunities to enhance their self-esteem and confidence and by making choices and decisions and working co-operatively with others. Children will be given opportunities to have fun, be creative and use their imagination, developing positive attitudes towards physical play and activities and the sense of freedom and achievement.

Framework for Key Stages One and Two

The explanatory approach will be continued throughout Key Stages One and Two. In order to achieve progression and good quality performance in each of the areas of the programmes of study the teaching staff, will develop appropriate schemes and units of work for their class. Our aim is to provide pupils with opportunities to develop their skills and apply them in more complex challenges. Pupils will 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.

Delivering the PE Curriculum in St Patrick's Primary School

Physical Resources available for PE

1. PE is taught in the Assembly/Dinner Hall, the Parochial Hall or outside.
2. There is a limited amount of equipment available that is centrally stored. This includes moveable apparatus (gym-time, benches, mats, selection of different sized balls, bats, quoits, hoops etc). All equipment should be returned correctly and safely back to the PE store supervised by an adult.
3. A range of ICT related equipment is available including CD players, Ipads with internet access, laptop and projectors. In addition, other equipment such as musical instruments is also readily available to assist in PE teaching and learning.
4. All pupils in Primary Six and Seven are provided with the opportunity to follow a 6week programme of swimming at a local swimming pool. Parental consent is signed before any pupil attends swimming. All pupils are expected to fully participate unless a note of parental consent is forwarded to the teacher concerned. A risk assessment is completed at the beginning of the six-week block.

Allocation of Time for PE per Week

- Our aim is for Primaries one to four to have two thirty minutes sessions timetabled each week which will, whenever practicable, provide both indoor and outdoor experiences. Additionally, at the foundation stage pupils should have access to some form of physical activity each day to encourage both gross and fine motor skills. Fundamental movement is embedded in the foundation stage outdoor play activities to help develop both gross and fine motor skills.
- Our aim is for Primaries five to seven to have two thirty-minute session timetabled in a hall or outside. P6 and P7 will have a 6-week block of swimming within the school year.
- All pupils are expected to further enhance their PE curriculum through outdoor activities, Daily Mile and Extra Curricular activities weather permitting.

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 PE lesson will ensure that the needs of each individual child are met. When necessary, teachers will consult with Special Educational Needs

Differentiation

The PE programme aims to cater for the needs of children with a wide range of abilities. Teachers will take account of differences in stages of development, previous experience, 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. Similarly, our lessons will take account of the visual, auditory and kinaesthetic learners.

Continuity and Progression

This will be overseen by the Co-ordinator, who will support and advise on the development of schemes and units of work for each year group. The co-ordinator will also oversee that each year group is aware of the progression from year group to year group.

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.

After School Activities

A wide range of after school activities are offered to pupils, providing opportunities for them to extend and develop their knowledge, skills, understanding and enjoyment of physical activity.

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

As an element of child protection, we ask parents to complete permission slips for each after school activity their child is to participate in. Parents are also asked to indicate how their child will be collected from school after the activity has finished.

After school activities include:

Gaelic Football for boys and girls, soccer, hurling, camogie, dance, gymnastics, karate and multisports.

Other activities may be offered from time to time depending on need and expertise.

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 pupils 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.

If pupils are not able to participate in a swimming lesson, they must go to the lesson with the class and observe poolside.

Clothing

- Children must wear our school PE uniform only on PE days.
- All children are to wear the school yellow tee shirt and green school bottoms or green shorts during the summer. Each item of clothing should be clearly marked with the child's name. Warm clothing such as the school tracksuit top will be encouraged if pupils are working outdoors.
- All jewellery should be removed for PE lessons and after school activities. 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 should wear appropriate clothing and footwear suitable to the task.

Medical Conditions

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

Guidelines for Swimming

Teachers who may have 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 on the pool side within sight of pupils and take disciplinary action which he/she considers necessary. Pupils in the changing rooms should be supervised by a teacher or pool attendant. Girls should wear swimsuits and not bikinis and should also be encouraged to tie up long hair. Prior to the lesson an explanation of safety procedures and school expectations should be explained to the class by the teacher.

Rules of Hygiene for Swimming

- a) Pupils with boils, sores, rashes, etc. should not be allowed to enter the water. Feet should be regularly inspected for Athlete's Foot, Verruca etc. This should be done in conjunction with the pool attendant.
- b) Pupils should visit the toilets before passing through pre-cleaning showers and footbaths.
- c) Pupils should be instructed to pay particular attention to the drying of hair and feet.
- d) Outdoor shoes must not be worn on the pool side.

Rules of Safety for Pupils and Staff

- a) No-one should be permitted to enter the water until directed to do so by the swimming instructor.
- b) Running on the pool side should not be permitted.
- c) No 'horse play' in any form should be permitted.
- d) All signals by hand or whistle must be instantly obeyed
- e) All pupils must leave the water immediately after being told to do so.
- f) Discipline should be firm, and all rules rigidly enforced.
- g) Play apparatus shall be used only with the prior permission of the swimming instructor.
- h) Diving will not be permitted unless instructor is qualified to do so.

The P.E. policy will be reviewed and adapted or amended as when necessary to assist the delivery of the curriculum in St Patrick's Primary School.

