



# **ORRITOR PRIMARY SCHOOL AND NURSERY UNIT**

**Physical Education  
February 2022**

## **Abstract**

This Policy was designed to outline the school's procedures in relation to the delivery of PE in school.

It was devised in line with relevant documentation and stakeholder consultation.

Principal: Mr Andrew Frizzell  
Afrizzell135@c2ken.net

## **Introduction and Rationale**

At Orritor Primary School and Nursery Unit our aim is to educate the ‘whole’ child – that is intellectually, socially, emotionally, creatively, culturally, spiritually and physically. To achieve this, we emphasise the provision of a broad and balanced curriculum, teaching not only the ‘academic’ skills, but also the creative and expressive areas of the curriculum.

Orritor 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.

In our school we believe that a broad and balanced Physical Education curriculum is intended to provide rich opportunities for developing creativity and enables pupils to increase their self-confidence in the ability to manage themselves and their bodies within a wide variety of movement situations which allows them to develop skills in:

- Thinking, problem-solving and decision-making
- Self-management
- Working with others
- Managing information
- Being creative

## **Aims of Physical Education**

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 experience a range of fundamental movements that will develop fine and gross motor skills, control, balance and co-ordination.

7. To provide opportunities for all pupils to achieve their full potential in a range of physical activities and contexts.
8. To develop an understanding of the relationship between physical activity and health-related fitness.
9. To promote and develop safe practice in physical activities.
10. To deliver an inclusive PE curriculum that provides equal opportunities for all children.

### **Role of the Coordinator**

The coordinator has responsibility for;

- 1) Keeping u-to-date with relevant and recent changes in the PE curriculum and attending training as appropriate.
- 2) Disseminating curricular changes to teaching and non-teaching staff.
- 3) Assisting staff with the delivery of the curriculum.
- 4) Assume responsibility for monitoring and evaluating the teaching of PE; this will be achieved through monitoring planning, discussions with staff and observations of lessons.
- 5) Take responsibility for Sports Day and other sporting events.
- 6) Requisition resources, as needed and assume responsibility for the inventory.
- 7) Prepare timetables for classes.
- 8) Reporting to the Principal and Board of Governors, as required.

### **Programme Structure**

There is a need and entitlement for 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.

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

Athletics  
Dance  
Games  
Gymnastics  
Swimming (P5 - P7)

Adopting a whole-school approach will ensure continuity and progression, with curriculum content. A detailed scheme of work, set out in key stages, provides the basis for all teaching within our school.

### **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.

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. Further opportunities will also be given to assist them with making choices and working co-operatively with others.

### **Key Stage 1 and 2**

The explanatory approach will be continued throughout Key Stages 1 and 2. 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**

#### **Resources**

1. PE is taught in different areas within the school. These include a Sports hall, an outdoor playground and a large grass pitch.
2. Equipment is centrally stored in the P.E hall (see Appendix 1). Fixed wall apparatus and moveable apparatus such as benches are also located here, too. This store should be locked by the class teacher after each P.E lesson. The PE co-ordinator in consultation with the staff and principal aim to ensure the maintenance of the equipment. Children also have access, outside, to play equipment.
3. ICT related equipment is available: a CD player, a sound system throughout the sports hall, iPads and interactive whiteboards. In addition to these, other equipment, such as musical instruments, are also readily available to assist in PE teaching and learning.

4. All pupils in P5 to P7 are provided with the opportunity to follow a programme of swimming at Cookstown Leisure Centre. Pupils will travel by bus to the Centre. All pupils are expected to fully participate, unless a note of parental consent is forwarded to the teacher concerned.

### **Allocation of Time for PE per Week**

- In our Nursery, Physical Development is taught through play-based learning experiences both outdoors and indoors.
- Our aim is for P1 to P3 to have two 50 minute sessions timetabled each week which will, whenever practicable, provide both indoor and outdoor experiences.
- Our aim is for P4 to P7 to have two fifty minute sessions timetabled in the hall or outdoors. Pupils from P5-7 will also have one session per week of swimming in Terms 2 and 3.
- It is hoped that, in addition to this, all pupils will have some form of physical activity each day; this could be participation in the daily mile, play outside at break or lunch or brain breaks/physical movement breaks.

### **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. For children with particular needs, advice will be sought, and support given, where needed.

### **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.

### **Gender**

The school is committed to providing equal opportunities in the provision of PE. However, during after school tournaments/matches boys and girls may be segregated, if necessary.

## **Assessment**

Assessment of progress will include children's self-assessment, peer assessment and teacher assessment based on observations during P.E lessons. Teachers may also inform parents of basic skills their children might need to work on during parent/teacher interviews and there will be formal feedback of progress to parents on the annual report.

## **Planning**

Lessons are blocked in units of work to promote greater depth of understanding and development of skills. Where possible, these units of work should link with topics being covered in the classroom.

Teachers will use a variety of teaching methods – individual, paired and group activities in co-operative and competitive situations.

A flexible approach to planning is encouraged to take account of children's interests, strengths and needs.

Previous knowledge/experience, facilities, equipment, organisational strategies and safety precautions should be taken into account.

Each lesson should include a relevant warm-up, a skills practice, concluding activity and cool-down.

## **Range and Balance of Teaching Styles**

A variety of teaching styles will be adopted to meet the learning needs of all of the children, alongside the demands of the lesson. These include:

- Explanatory approach
- Direct approach: explain and demonstrate
- Problem solving
- Guided discovery

## **After school Activities**

After school activities, such as cycling proficiency, hockey and multi-sports are offered to pupils, providing them with opportunities to extend and develop their knowledge, skills, understanding and enjoyment of physical activity. These activities are delivered by both staff and outside coaches.

Permission is sought from parents/guardians to enable the children to take part in the after school clubs.

Part of the provision will involve playing competitive fixtures against other schools. These competitive fixtures include, when possible; football, hockey and netball matches/tournaments. We welcome and value such contacts and appreciate the support of parents and guardians.

## **Non-Participation**

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 will be encouraged to watch the lesson to keep up with the progress and if appropriate, take part in the lesson in a meaningful way i.e., timekeeping, measuring, assessing etc. In the event of children not taking part in swimming, they will be brought to the swimming pool with the class and sit with the staff in the gallery.

## **Physical Education across the Curriculum**

The development of physical abilities can positively impact on many other aspects of a child's learning and development. Physical Education can contribute to and enhance other areas of learning, for example:

**Personal Development** by learning about how the body develops, respecting their own body and keeping it safe and healthy by making the right choices. Through working with and showing respect for others and by accepting and respecting differences in physical abilities.

**The Arts** by using the stimuli of music, art and design and drama to interpret, respond and move creatively and imaginatively.

**Language and Literacy** by being able to listen to, describe and evaluate movements, emotions and feelings of themselves and others and by using movement story books and texts as a stimuli for movement.

**Mathematics & Numeracy** by using number, distance, direction, time, shape and space to improve variety and quality of movements.

**World Around Us** by discussing and investigating (in a range of ways, for example using ICT software) how the body works. By using their local and the global environment as a stimulus for learning and by raising awareness of sport and recreation facilities within their local community.

**ICT** by using ICT related equipment such as CDs, ipads and the interactive board to develop an understanding of movement.

## Cross-Curricular Links

### Foundation / Key Stage 1

<b>PDMU</b>	Pratners Rules-own games Sharing – cooperation, fair play Competition – small games Street Games When do we sweat and why? Why are we puffing? Resting Energy and Food Safety – Self, Others
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### Key Stage 2

<b>PDMU</b>	Why do we need rules? Inter-school activities Self respect and respect for others Variety of team games – opponents, Partners, team mates Co-operation 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 Nutrition Hygiene Promote positive attitude towards health Value of exercise and relaxation Experience activities of own Cultural Heritage Experience activities from other countries Folk, national dance Street games
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## 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)*

## **Clothing**

*A change of clothing is important for PE, partly for reasons of hygiene but also to ensure the clothing is suited to the physical activity. In our school we adhere to the following procedures:*

- Children must wear suitable clothing for PE. From P1, children will be encouraged to change into shorts or tracksuit bottoms, a school t-shirt, and also to wear appropriate footwear; plimsolls for indoor activity.
- Teachers should develop changing routines –lower school children should change together in the classroom under staff supervision. In the upper school, boys and girls will be separated when changing, with staff nearby.
- All jewellery should be removed for PE lessons and after school activities. Children wearing earrings will not be permitted to take part unless the pupil can remove them/cover them appropriately. Teachers do not remove earrings; neither do they take responsibility for the safe keeping of such valuables.
- Long hair should be tied back.
- Teachers should wear appropriate clothing and footwear suitable to the lesson/activity.

## **Risk Assessment of the Hall or Playing Surface**

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

- A clean, non-slip floor to enable safe floor work; children are encouraged to wear plimsolls when indoors. Any unnecessary furniture should be removed from the area.
- A safe out-door surface for playing games. Children will not be permitted to play on these surfaces if they are frozen, covered in moss, leaves or any other hazard.

## Suitable and Safe Organisation of Equipment

- Easily accessible gymnastics equipment. Prior to a gymnastics lesson, gymnastics equipment should be easily accessible and appropriate to the apparatus layout for that particular lesson.
- Games apparatus and equipment is stored safely in suitable containers in the PE store. It is organised so that children (**with teacher permission**) can easily and safely remove the selected containers.
- Although the PE co-ordinator is responsible for the store and equipment, **each class teacher will have the responsibility of ensuring equipment is returned to its proper place within the store and that the door is locked.**
- All teachers and children will be familiar with the whole school policy for lifting and carrying equipment (see Appendix 2b).
- Damaged equipment should not be used. It must be reported to the PE co-ordinator.

## Medical Conditions

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

## Swimming

All parties of pupils must be accompanied by teachers and other adults considered by the principal to be sufficient in number to maintain discipline and to ensure the safety of the pupils involved.

### Guidelines for Swimming

Teachers have the 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/poolside but the teacher should be within sight of pupils and take appropriate action which he/she considers necessary.

### Rules of Safety for Pupils and Staff when at Swimming Pool

- No-one should be permitted to enter the water until directed to do so by the instructor.
- Running on the pool side should not be permitted.
- No 'horse play' in any form should be permitted.

- All signals by hand or whistle must be instantly obeyed.
- All pupils must leave the water immediately after being told to do so.
- Discipline should be firm and all rules rigidly enforced.
- Play apparatus shall be used only with the prior permission of the instructor.
- Diving will be not be permitted unless instructor permits.

**Policy Review/ Design/ Implementation**

Designed	February 2022
Reviewed by Principal	February 2022
Reviewed by Staff	March 2022
Reviewed by Parents/Guardians	March 2022
Reviewed by Governors	March 2022
Ratified by Governors	March 2022
Implemented	March 2022
Due for Review (3 years)	March 2025

Chairman: Mr Wilbert Mayne MBE

Date: 15<sup>th</sup> March 2022

# **APPENDIX 1**

## P.E. RESOURCES

Tennis balls  
Beanbags  
Dodgeball  
hockey goalkeeper kit x 2  
Small sponge balls  
Small rubber balls  
Pom pom balls  
Outdoor soccer balls  
Netballs  
Netball bibs  
Indoor soccer balls  
Tuftex netballs  
Medium coloured balls  
Skittles – wooden and plastic  
Squash racquets  
Large cones  
Long jump  
Foam javelins  
Gymnastic trellis – large and small  
Set of football nets  
Football kits x 3  
Sports day equipment – sacks, batons etc  
lightweight mats

uni-hoc sticks  
hockey balls  
hockey sticks  
coloured scarves  
  
plastic multi-markers  
team bibs  
feet and hands floor markers  
Small individual mats  
Medium sized individual mats  
parachute

badminton racquets and shuttlecocks  
floor ladders  
athletic post and bar  
table tennis table  
set of netball posts  
gymnastics horse  
small/medium/large hoops

# **APPENDIX 2a**

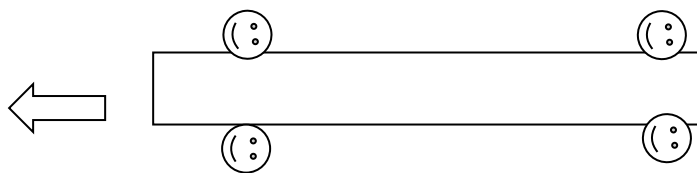
## Handling and Storing Apparatus Safely

### Mats

Four carriers for heavy mats, opposite each other on the long side of the mat. Mats should never be dragged. Lift with back straight and bent knees.

### Benches

Four carriers, one at either end and one at either side, facing each other.



Movement is always forwards.

### Planks and Ladders

Two carriers, one at either end.

### Trestles

Four carriers, two at either side, walking forwards.

### Wall Bars

Staff take them out and secure them in place. Primary 5-7 classes can assist under the guidance of a staff member. The staff member must complete a final check before use, to ensure all fittings are secure.



# **APPENDIX 2b**

## **Safe Handling**

### **Lifting**

Teach the correct method of lifting using a straight back and bent knees.

### **Heavy Apparatus**

You may have to position this yourself. Leave it until all other apparatus is set out. Classroom Assistant/Teacher may have to assist with the lifting, carrying and placing of heavier pieces of apparatus especially in the early years – eg benches

### **Check**

Encourage children to sit down on the floor beside the apparatus when they have positioned their apparatus. Never begin to use it before it has been checked.

### **Carrying**

Watch for children carrying apparatus walking backwards. They cannot see where they are going. Collisions may result.

### **Safety**

Encourage children to criticise the placement of their apparatus from the safety point of view e.g., is the landing area safe?



