



LONGSTONE SCHOOL

Physical Education POLICY

ARTICLE 31

“Every child has the right to relax, play and join in a wide range of cultural and artistic activities.”

REVIEWED: October 2022



PHYSICAL EDUCATION SCHOOL POLICY

Introduction

The Education Order 1989 states that a broad and balanced experience must be provided for every child, incorporating development in the intellectual, emotional, social, aesthetic and physical and should prepare the pupils for opportunities and experiences of adult life which the Physical Education Dept. fully supports. The department will offer a broadly based and positive experience of movement which has the potential to develop body dexterity as well as social and interpersonal skills, qualities and attitudes that help pupils to become confident and secure members of society. (Article 29, develop your abilities)

“A commitment exists, through being a healthy school, to supporting healthy children, who are better able to learn and develop.” (Every School A Good School 2009) (Article 24, right to best health)

The aims of physical education for pupils with special educational needs do not differ from those pupils within mainstream schools. It is important to stress the value of physical education to pupils with special education needs and all of these pupils should have the opportunities to participate in all elements of physical education. (Article 23, right to special education)

In general pupils should develop the ability to plan, perform and evaluate, to the best of their ability, a range of skills in a variety of progressively challenging contexts. This development of physical skills will facilitate the development of key social skills and will enable pupils to make informed choices to adopt a healthy lifestyle throughout their lives.

Staff/Staff Development

The Physical Education Department has one male teacher. Other staff with appropriate qualifications and interests may assist with the delivery of PE. This includes the teachers in the Primary Behaviour Unit. The PE coordinator will identify and provide appropriate staff training in liaison with the SMT and the School Development Plan.

Physical Education Aims

1. To develop a knowledge and understanding of human performance through participation in a range of physical activities.
2. To acquire and develop a range of physical skills related to selected games and sports and knowledge of safety relevant to these activities.
3. To develop self-discipline confidence, competence and a positive attitude in the individual.
4. To encourage and develop in pupils in their initiative and decision-making potential.

5. To encourage and develop an appreciation of the relationship between physical activity and general health.
6. To develop an enjoyment of participation in physical activities and encourage pupils participate in physical activity during leisure time.
7. To develop an awareness of aesthetics through knowledge and understanding of movement skills.
8. To appreciate the significance of co-operation and competition in individual and team games.
9. To develop acceptable and social sporting attitudes.
10. To develop the enjoyment of taking part in physical activities and so encourage their continuance in adult life.

Objectives

1. Physical

Physical fitness, endurance, strength, power, speed, flexibility, neuro-muscular co-ordination, agility, balance, and accuracy.

2. Intellectual

Knowledge and understanding of basic facts in the area of P.E. Recreation and Health.

Knowledge and understanding of rules and principles in sports as a participant and as a spectator.

3. Social

Willingness and ability to act within a group as a leader and as a follower.

Fostering fair play.

Formation of habits and interest in practising P.E. and sports as part of the wise use of leisure time. (Article 31, right to play)

4. Emotional

Enhancement of expertise in achievement and completion; creativity and expression; aesthetics in movement; rhythm and form; a realistic body image.

Development of proper habits and values, discipline, punctuality, personal hygiene, courage, perseverance and resourcefulness.

Development of positive self-esteem. (Article 24, information that will help you stay well)

Nursery

The Nursery follows the Pre School Curriculum and incorporates Physical Development and Movement as part of their daily activities. Children, through the use of small and large apparatus, music and movement, are taught the skills required to progress to proficiency in athletics, dance, games and gymnastics. Free activity allows each child to develop these

skills at their own pace and level, thus giving them confidence to explore their physical potential in a safe environment.

Key Stage 1&2

In Key Stages 1&2 pupils follow a basic programme of games, gymnastics, athletics, dance and swimming so that each pupil experiences a variety of activities which will contribute to the development of their fundamental skills.

In classes Y1- Y4 much of the activity begins with exploratory play in which pupils, individually or in groups, responds to the suggestions of the teacher or to the stimuli and challenges provided by music, space and or apparatus.

In Y5 – Y7 the exploratory approach is continued but interspersed more frequently with guidance in order to achieve better quality performance.

Key Stages 3&4

In the Key Stages 3&4 pupils take part in more adult forms of activity such as a soccer, rugby, netball, basketball, hockey, table tennis, volleyball, rounders, dance, athletics, gymnastics, Gaelic games, outdoor education, aerobics and health related fitness. Although these activities reflect the Revised Curriculum, because of learning difficulties, the pupils will be working at the lower level of attainment.

Enjoyment is a priority as is the social education of the pupils. Physical Education will provide the opportunities for pupils to co-operate with one another and to share the value of sports and games through a sense of satisfaction and achievement from play.

Behaviour Unit

The pupils in the Behaviour Unit attend Longstone on a short term placement of up to two terms and therefore their participation in physical education is often only in short term blocks depending on their progression and behaviour. Classes are taken by their own teacher who is supported by the PE coordinator.

Differentiation

(Article 28, right to appropriate education)

To ensure the successful implementation of the programmes of study the P.E. department uses the following strategies for differentiation:

- **By Outcome:** This allows for one activity to be given to the whole class. It can be studied at different levels. All pupils are therefore engaged in the same activity.
- **By Task:** This allows for more closely defined activities to be given to the pupils who will normally be divided into smaller groups working at different levels.
- **By Support Given:** This includes children with one-one classroom assistant provision to receive individual support.

- **Individual Pupils:** Some pupils will have additional programmes to assist them in their enjoyment of P.E.

This differentiation will be outlined in the units of work and suggestions for individual and group activities will be included in the scheme of work for each Key Stage. Pupils are encouraged to help each other in group situations in order to develop co-operative learning.

Time Allocation for Physical Education

Time Allocation can change annually but these figures can be used as an example;

Behaviour Unit:

- 1 x 40 minutes per week for each class with class teacher.

Nursery

Physical Development and Movement is taught within the class curriculum on a daily basis.

Key Stage 1&2

- Y1 Three 20-30 minute sessions per week with the class teacher.
- Y2-Y4 one 40-minute session per week with the class teacher.
- Y5 one 40-minute session per week with the class teacher.
- Y6 one 40-minute session per week with the P.E. specialist.
- Y7 one 40 minute session per week with the P.E. specialist.

In Key Stage 2 Y6 & Y7 participate in swimming 1 x 30 minutes per week.

Key Stage 3&4

- Swimming for Y8 1 x 30 minutes for twelve weeks. (Currently suspended)
- Y8 – Y12 two 40 minutes sessions per week with P.E. specialist.

RESOURCES

Facilities:

- Assembly Hall/ Gymnasium
- Fitness Suite
- Unmarked grass area
- Playgrounds (Front and end of school where various physical activities are promoted during break and lunch times in the playground)
- Outdoor Gym

Local Facilities:

- Ards Leisure Centre
- Ice Bowl

The school has a wide range of small equipment that can be used in delivering the programme.

These include:

- Beanbags, quoits, hoops, canes, bibs, skipping ropes, skittles, cones and multimarkers.
- Small, medium and large balls, netballs, basketballs, rugby, cricket, hockey, tennis and volleyballs.
- Bats, tennis and badminton racquets, padder tennis, rounder bats, balls, posts and cricket sets.
- Unihoc, hockey sticks, balls.

The school also has a range of large equipment wall bars, benches, boxes, horse, ropes, movement tables, vaulting apparatus, and fitness equipment.

SAFETY IN PHYSICAL EDUCATION

The school adopts the Safe Practice in Physical Education, School Sport and Physical Activity issued by The Association for Physical Education. (2016) In addition every class will be taught about the need for safety. They will be warned against foolhardiness and must be prepared for the activities being undertaken, with careful attention being paid to teacher's instructions, footwear and clothing. (Article 24, information that will help you stay well)

CLOTHING

In the interest of health and safety appropriate kit should be worn and all jewellery and other personal effects must be removed before a P.E. lesson.

A new P.E. uniform was introduced to pupils KS3 2016

School P.E. Uniform:

Tracksuit Bottoms / Shorts

Tee Shirt

Gym shoes/ Trainers

Jewellery

Jewellery will be collected at the beginning of the lesson and locked in a box that will remain in the gym. It is strongly recommended that jewellery is not worn on the days when pupils have P.E. It also should be noted that children who have rings which they are unable to be removed will not be allowed to participate due to a risk of an accidents between themselves and their peers.

Hair

Long hair should be always be tied back during a swimming or P.E. lesson.

APPARATUS

With regard to apparatus the school has a procedure that all pupils will follow. In the P.E. lesson pupils will not handle equipment unless instructed to do by the teacher. The teacher's instructions must be obeyed by all the pupils.

WITHDRAWAL

Two periods each week have been allocated for the withdrawal of pupils to practise for school teams. This system will be monitored to ensure that the same child does not consistently miss any curricular subject. These periods will also be used to implement part of the Duke of Edinburgh Award scheme that is now in operation in school. (Article30, practise your own culture)

NON PARTICIPATION

Non participation will only be acceptable when a note from the parent or guardian explains why the pupil cannot take part in the P.E. lesson or if the teacher decides that a pupil is not fit to take an active part. In the case of illness, if the pupil does not recover after a two-week period, the situation should be clarified and a medical report sent to school.

In the case of the P.E. kit being forgotten the pupil will be expected to watch and take an active part in discussions, evaluations of performance and help in the organisation. If a pupil consistently forgets his/her kit without a note from a parent or guardian explaining why, then the Principal will be consulted with a view to contacting their parents.

MEDICAL CONDITIONS

It is the responsibility of the parent/ guardian to inform the school of any medical condition, which should be taken into account when planning the P.E. programme. The conditions will include Epilepsy, Asthma, Diabetes, Brittle bones, Cerebral Palsy, Heart defects, Still's disease (juvenile arthritis), any sight or hearing problem, ear vents and skin complaints. The P.E. teacher will keep a list of any medical conditions of all pupils.

FIRST AID

In the event of an accident the following procedure will be followed: Mr. Starrs is First Aid qualified and will take care of the injury. Parents should be notified, by phone if possible, that an accident has taken place.

Mrs Strain who is responsible for first aid for the whole school will be informed.

An accident form must be filled in on all occasions, returned to the office. (Accident to pupil and member of the public form)

School Teams

Pupils will also get the opportunity to represent the school by earning a place on the school football, cross country, swimming, athletics, dance, kurling, boccia and badminton teams.

It is the policy of this department to provide opportunities for pupils to participate in Inter-Schools events or training programmes organised by outside bodies e.g. Irish Football Association Coaching Development Squads, Disability Sport NI. (Article 15, right to be part of clubs)

Planning

Detailed term planners will form the basis of what is to be taught across all the Key Stages.

The development and understanding of the concepts, attitudes and values and experiences should take place through participation in most activities.

Planners will include

a) Learning Intentions

- b) **Learning & Teaching Activities-** techniques to be taught, safety factors, principles, terminology, rules, basic tactics and history to be taught.
- c) **Opportunities for Cross Curricular Skills**
- d) **Thinking Skills & Personal Qualities**
- e) **Opportunities for Assessment**
- f) **Resources**

Teaching Resources

Learning and Teaching Activities will be developed from existing Units of Work and PE resources. The PE resources currently used in this department include;

Fundamental Movement Skills(WA), Developing FMS (cea), Folens PE, Val Sabin
Gymnastics, Sports Hall Athletics, First Steps in Dance(NEELB), Me Songs, Everyone
Together(NEELB), Just Dance(youtube).

Cross Curricular Skills

Communication

The PE department will provide, where possible, opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of communication. Teachers of PE should be aware

of the key role of language in learning. They should use opportunities provided within the PE programme to encourage the development of talking and listening. Teachers should give attention to the quality of language and take opportunities to reinforce good practice in the use of language. Opportunities for the development of talking and listening skills include pupils-

- Response to various stimuli e.g. whistle, music and introduction, talking about what they and others do;
- Answering questions about the movements of themselves and others;
- Commenting on the movements of themselves and others and beginning to recognise good performance;
- Describing some of the effects of activity on the body;
- Suggest ways to improve performance(coaching);
- Discussing the provision made for the participation in sport and leisure in their area;
- Describing and discussing the health benefits of exercise. (Article 12, right to an opinion)

Using Maths

The PE dept. will provide, where possible, opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of using mathematics

Opportunities for using mathematics will include;

- Keeping the score in games;

- Measuring and timing in athletics;
- Recording performance in HRPE.

(Article 28, right to an education)

Using ICT

The PE dept. will provide, where possible, opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of using ICT.

Opportunities for using ICT will include;

- Using a range of cardiovascular machines to record performance;
- Using digital cameras to record and evaluate performances;
- Using ipad to record and evaluate performance.

These opportunities to acquire, develop and demonstrate the cross curricular skills are incorporated throughout the Physical Education Schemes of Work.

(Article 28, right to an education)

TEACHING STRATEGIES

(Article 23, right to special education)

‘The term ‘special educational needs’ covers a continuum ranging from those pupils whose needs are temporary and relatively mild to those pupils with severe problems of permanent nature. The range of needs will cover a variety of conditions and difficulties, physical handicap, specific learning difficulties and common disabilities such as asthma or heart defects’.

(NIC Physical Education, DENI, page 12)

Classes in Longstone do indeed contain a range of needs and ability levels. It is the policy of this department to assess the pupils and provide appropriately graded activities for them. This means that both teaching styles and curriculum content must be flexible and capable of being adapted to meet a variety of demands.

The policy is to adapt teaching strategies which;

- a) Take into account the age and abilities (motor, physical, intellectual, social, emotional and creative) of the pupils.
- b) Treat all pupils as of equal worth.
- c) Create situations and challenges to allow the aims and objectives of the department to be fulfilled.
- d) Allow enjoyment and satisfaction.
- e) Keep active participation to a maximum.
- f) Make full use of the resources available.

THINKING SKILLS AND PERSONAL CAPABILITIES/ STEM

It is the policy of this department, through its wide variety of activities, to promote opportunities to meaningfully develop each strand of the Thinking Skills and Personal Capabilities framework. Examples of how the areas of Managing Information, Thinking, Problem Solving, Decision Making, Being Creative, Self-Management and Working With Others are developed in PE are mapped on the individual lessons within each unit of work. Evidence of Science, Technology, Engineering and Mathematics (STEM) is included in the Term Planners.

PERSONAL AND SOCIAL DEVELOPMENT

Physical education contributes to the social development of the pupils by providing all with successful and enjoyable experiences of movement. The sense of achievement gained can contribute to enthusiasm, positive self-image, pride and a positive attitude to exercise and personal well-being. This personal development is often displayed in the form of helpfulness, reliability, politeness and a general development of sportsmanship.

REPORTING

A comment on P.E. is written on the annual report indicating the Childs achievement and progress during the previous Year. (Article 29, celebrating success)

ASSESSMENT

According to the N.I. Order 1989 P.E. is not formally assessed and in Longstone the pupils will not be formally assessed in P.E. However it is the policy of the department to measure achievement in physical education visually, through observation, in order to:

- Demonstrate that the pupils' work is valued
- Increase pupils' motivation
- Provide accurate information for parents/ guardians and or employers and the pupils themselves
- Be aware of the effectiveness of the teaching which the pupils receive

EVALUATION

As an ongoing process teachers will be involved in evaluating the outcomes of their teaching and adjusting their planners accordingly. J.S.

Policy to be reviewed June October 2024.