

# VICTORIA PARK PRIMARY SCHOOL



## Physical Education Policy

| Date      | Policy Reviewed | Policy Amended | Added to Website |
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|           |                 |                |                  |

## **1. Rationale**

At Victoria Park we make it our aim to provide opportunities for all students to develop knowledge, movement skills, positive attitudes and behaviours that contribute to a healthy, active lifestyle.

Physical activity not only improves health, reduces stress and improves concentration but also promotes correct physical growth and development. Further to this, research has shown that regular physical exercise has a positive influence on academic achievement, emotional stability and the development of social skills. As a result there is an increasing awareness of the importance of providing children and youth with opportunities to participate in regular physical activities. Schools are now seen as the most important context for promoting healthy lifestyles in pupils. Therefore, in our school, we define an effective physical education programme as one that;

*'provides opportunities for **all pupils** to participate **regularly** and **safely** in physical activity in order to develop physical literacy, enhance skill development, improve knowledge, foster positive self-esteem and begin a lifelong love of physical activity.'*

According to Sport NI's 'Sport Matters' strategy (2009-2019) being physically active is dependent upon an individual's ability to feel

competent and confident in an activity setting both of which are enhanced through the development of physical literacy as child.

### **1.1 Physical Literacy-What is it and why does it matter?**

The Northern Ireland Strategy for Sport and Physical Recreation (2009-2019) 'Sport Matters' states that,

*"Physical literacy can be defined as the ability to use body management, locomotor and object control skills in a competent manner, with the capacity to apply them with confidence in settings which may lead to sustained involvement in sport and physical recreation."*

It continues,

*"Physically literate children will be able to perform a range of fundamental movement skills e.g. hop, climb or catch at levels of agility, balance and coordination appropriate to their capabilities. A child's movement confidence will develop as they become more competent in performing these skills. Physical literacy needs to be actively developed through a range of appropriate opportunities as it is unlikely to occur naturally as part of normal growth."*

We therefore acknowledge that the development of physical literacy must involve **intentional planning** and **effective teaching**.

## **2. Physical Education curriculum**

At Victoria Park we follow the Northern Ireland Revised Curriculum for Physical Education (see Appendix A for full details of this). We have sought to develop a broad and balanced Physical Education programme that enables our children to develop their knowledge, understanding and skills, which in turn enables them

to perform competently and confidently in a range of physical activities. Therefore the range of activities provided includes;

- Athletics
- Basketball
- Cricket
- Dance
- 'Daily Mile'
- Dodgeball
- Football
- Gymnastics
- Hockey
- Swimming
- Outdoor Education (P7)
- Games
- Fundamental Movement Skill Development (FS and KS1)

Opportunities for further involvement are also provided by after-schools sports clubs. These include football, tag rugby and Monkeynastics.

## **2.1 Goals of our Physical Education curriculum**

At Victoria Park we seek to follow governmental guidelines that each child should receive 2 hours of physical activity in school each week. To do this we timetable 2 Physical Education sessions per week for each class from P1 through to P7. The sessions contain the elements required by the National Curriculum and we believe **all** children should experience a sense of fun, enjoyment and achievement through a variety of activities that are both progressively challenging and innovative.

### **Foundation Stage**

In the foundation stage teachers should provide children with opportunities to develop a range of fundamental movement skills

using a range of small and large equipment. This includes indoor and outdoor play. Fun and guided exploration is central to this with children developing their understanding of space, following rules, being safe and working with others.

#### KS1 pupils should be taught to:

- Master fundamental movement skills including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of athletic activities.
- Begin to participate in team games, developing simple tactics for attacking and defending.
- Perform dance using simple movement patterns.
- Explore a range of gymnastics movements including travelling, jumping and landing, rolling, climbing, transferring weight, balancing and plan and perform simple linking movements.
- In P4 children begin learning how to swim.

#### KS2 pupils

Pupils should be taught to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and combination.

- Play competitive games, modified where appropriate (for example basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics).
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges at least once before they transition to secondary school.
- Develop basic swimming and personal survival skills with the aim of swimming at least 1 length independently.

### **2.3 Scheme of Work and Individual Lessons**

A whole school scheme of work has been implemented and teachers are following this planning, while drawing lessons and activities from previous schemes of work. Class teachers should identify from the curriculum map the 5-8 week unit of work their class should be following. Each teacher must evidence this in the medium/half-termly planning proforma. Gymnastics, Athletics, Dance and Games units are to be taught by teachers, however swimming instruction is provided by accredited coaches at Templemore Avenue Swimming Pool.

Teachers are expected to follow the planning made available to them from the planning tool PE Planner ([www.peplanning.org.uk](http://www.peplanning.org.uk)). The resource ensures effective and detailed plans are in place (see Appendix B), with clear learning intentions and progression, assessment opportunities, cross-curricular links and effective differentiation to enable all pupils to experience success in PE.

However, teachers are of course not restricted to the sole use of this planning. As creative professionals in a creative profession teachers are free to use other planning that they find to be

effective so long as it is in line with the scheme of work and the national curriculum.

Teachers planning should be purposeful and have a clear end goal in mind. Lessons should not be randomly put together but should be planned in such a way as to be working towards an end product. For example, a Dance unit should be planned with clear progression allowing for a performance at the end of the unit, or a full (age appropriate) tournament in Games between a class or year group.

### Basic Lesson Structure

A basic PE lesson should consist of;

1. Warm up- 3 to 5 minutes of gentle exercise or stretching. Children should be gradually encouraged and promoted to lead this themselves with teachers guiding the process.
2. Skill Introduction (or recap)- Recap on prior learning and explain learning intention for the lesson. Children then are involved in individual or pair work.
3. Skill development- more challenging tasks are assigned to children making progress.
4. Skill application- transfer of skill/s learnt to a final activity or game e.g. playing small sided games or performing a sequence.
5. Cool Down- a return to a state of rest and calm before getting changed.

### Further points for consideration

- Insist on correct and safe PE kit (see Health and Safety for more).
- Model skills/activities using both pupil and teacher demonstrations.
- Ensure the class are still before modelling any skill or activity.

- Ensure a range of 'friendly' competitive and non-competitive elements are included in lessons/units or work. There is no escaping the fact that we live in a competitive world and children must begin to learn how to compete and cope with competition or perceived failures. This will develop a resilience that is transferable to classroom learning. However, fun and enjoyment should be continually reaffirmed as being the main focus of all activities.
- Plan to provide for maximum participation. Do not have long lines of children waiting for a turn or play large-sided games where some children will get few or no touches of the ball.
- Mix and match abilities where appropriate. More able pupils can help develop less able children's skills. Equally, when progressing a skill, similarly matched children can be paired to develop and progress their skills further.
- Encourage honest competition, the concept of fair play and doing one's best.
- Use pupils to help set out and collect equipment. This should always be done under the supervision of the teacher or classroom assistant when applicable.
- Questioning should be as much a part of PE lessons as they are in Mathematics and English. This will promote higher order thinking and help the children to think more precisely about how and why they are doing what they are doing.

### Sample questions

- Explain to me how you did that?
- Why do we have to use that part of the foot?
- Talk to your partner and discuss for 30 seconds how you could make the activity more/less challenging.
- Explain to me what happens to the body during exercise.
- Explain to me why you think it is important to warm-up before physical exercise. Do you disagree or agree with what 'child' just said?

- What muscles in the body do you think this exercise/activity is developing?

## **2.4 Monitoring**

The PE coordinator will monitor plans half-termly as is required of other subject leaders. Planning is evaluated and if necessary, lessons will be observed to enable the PE subject leader to provide specific support and coaching to a teacher if it is the wish of the teacher and/or Principal. Feedback on planning will also be given by the PE coordinator.

## **2.5 Assessment**

Summative assessment of PE is not a statutory requirement in the Northern Ireland curriculum, however, best practice should include some form of assessment to help inform teaching and pupil progression. Teachers should be careful to observe how children are performing at a given task/skill. If children are struggling to perform a skill then the lesson should be adjusted, scaffolding given or the skill broken down and remodelled appropriately.

Formative or self-assessment by the teacher or pupils can then be passed on to the following teacher to increase awareness of strengths and areas for development in pupils' PE development.

## **3. Health and Safety**

Health and Safety is of paramount importance and at Victoria Park we take every measure to ensure both staff and pupils are able to enjoy PE in a safe environment.

### **3.1 Clothing**

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons\*. At the beginning of the school year parents will be informed by letter of PE kit requirements and will have the opportunity to discuss any serious reservations with the Principal. This will ensure consistency and avoid confusion for children and parents:

**Games and Athletics:** Victoria Park PE T-shirt, navy shorts, socks and correctly-sized gym gutties for indoor hall use (trainers with non-black soles are also acceptable).

**Dance and Gymnastics:** As above, except in bare feet.

**Swimming:** Swimming costume (girls) (bikinis are not permitted) or swimming shorts (boys). Children are not allowed to swim in their underwear.

**Outdoor Activities:** Clothing for this is dependent on the weather and nature of the activity, however the school will provide full details of the requirements to both parents and pupils prior to the event taking place.

Appropriate clothing applies to after school clubs as well.

A child who has forgotten their PE kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents is appropriate. Should the matter continue despite these previous actions, the Principal should be informed who can then advise on an appropriate course of action.

### 3.2 General Health and Safety guidelines

- Teachers should also wear appropriate clothing when teaching PE.
- Jewellery (except stud earrings) must be removed or should not be worn to school on the day of PE. Teachers will not take responsibility for looking after children's jewellery.
- If unable to take part, a note should be presented to the teacher. Staff should be vigilant if a pattern of non-

participation is becoming clear for a variety of reasons (including child protection issues.) The teacher should inform the PE coordinator who will then discuss the issue with a member of the senior leadership team or the headteacher. An agreed course of action can then be taken.

- Children not going swimming due to illness or injury should stay at school with their partner class.
- Children not participating in a lesson are not to sit in on the lesson and should be placed in their partner class.
- Equipment should be checked by teachers before each use. The PE coordinator will check the equipment once a month. A professional judgement should be made by teachers as to the current safety of equipment before beginning a lesson. If there are any doubts they should inform the PE coordinator or, if he/she is unavailable, inform the headteacher/vice principal/member of senior leadership team.
- When using equipment or apparatus a warning should be given to any children who are misusing the equipment. If the warning is not heeded the child should then be placed on a time-out and not allowed to continue for a period of time. A child that is not following instructions in PE is a danger to both themselves and their fellow pupils. Do not take any unnecessary risks in such circumstances.

### 3.3 Accidents and Injuries

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For cuts and grazes the classroom assistant should accompany the children to apply first aid. If a classroom assistant is not available the teacher should send a child to the office and ask for the first aid kit to be brought immediately. The incident should be recorded in the schools accident log book.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the injured child and send

the classroom assistant or two responsible children to inform the school office. Parents should then be informed immediately and the designated first-aider informed and freed to enable them to attend to the injured child as a matter of urgency. After the incident the teacher must complete an accident report form which is available in the school office.

### 3.4 Medical conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (for example asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. The required medication should be stored in a safe place and be readily available should the need of its use arise.

### 3.5 Equipment and its use

As detailed above small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of the safe handling of the PE equipment.

It is the responsibility of each teacher (or external coaches) to return the equipment to its original location after use. It should be returned neatly and in the correct location in the store.

### Locating equipment

All PE equipment is found in the school hall. Core Games equipment is found in the main PE store whilst mats for Gymnastics are kept in the separate mats store. Foundation Stage equipment is located in both the main PE store and the external playground store.

## Playtime Equipment

Each class has an allocated amount of playtime equipment. This can be used during play/break and should follow the rota as laid out in Appendix C. Cones are provided to cordon off a designated area in the playground. Only children who are using the equipment should be allowed in this area. This will minimize the risk of injury.

It is the responsibility of each class to look after their own playtime equipment. A substantial amount of money has already been spent on this and the children should be taught to take responsibility for their classes belongings.

## **4. Inclusion**

Inclusion in Physical Education means that all children have access to and are given confidence in the main curriculum areas regardless of race, gender and ability. At Victoria Park we aim to create an environment in which all children learn to respect and value each other. This can be achieved in PE lessons by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so that all are full involved. For example, a team cannot score in basketball until each member of the team has received a pass.
- Giving all the children the opportunity to share their work. For example pointing out children's great learning or asking them to show the class what they have learnt.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps. For example, enlisting extra support, adapting equipment and rules or differentiating tasks/outcomes.
- Considering ways in which to support children with English as an additional language. For example, model rather than tell.

- Recognise the need to extend more able pupils within lessons and if necessary referring them to the subject leader who can then seek to create a link to an external sporting club/organisation for the child. They may then be extended in their development in ways that the school cannot provide.

## **5.Other issues**

### **\*Extra-curricular sport**

Victoria Park is fully committed to providing extra-curricular sporting opportunities. These include;

- Clubs). At present these include football, gymnastics and tag rugby.
- Competition against other primary schools through local school arrangements.
- Friendly matches against other schools.
- Exhibiting work. For example a dance performance in assembly or attendance at festival days.

### **Staff training and development**

At Victoria Park we acknowledge the need for ongoing professional development. Consequently when possible;

- The PE coordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE coordinator when necessary.
- The PE coordinator will seek to support teachers who feel they are in need of it. This can include team-teaching, planning support or explanations on how to use the equipment.
- Staff INSET time for PE training.

### **Dissemination and Review**

All staff and governors will receive a copy of this policy. A copy will be made available on the school website. The policy and scheme of work will be made available on request to parents, ETINI (Education Training Inspectorate Northern Ireland) and others working for the school, through the Principal or through the PE coordinator at the discretion of the Head teacher.