



Physical Education Policy

REVIEW DATE – SUMMER 2027

Newtownards Model Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on PDMU. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

Aims:

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.

Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life. This dovetails with our school's work on Healthy Eating.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem-solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity does not have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform, they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

Cross Curricular Links

Numeracy: This area will be developed in PE by score keeping, recording of heart rate, timing using stopwatches, recording results of fitness tests and measuring distances using tape measures.

Literacy: This area will be developed in PE by reading rules and task cards, planning of gymnastics sequences and recording feedback for others.

ICT: Introduce use of iPad to record and view performance.

PDMU: Children will learn to work with others through team and group activities. They will be encouraged to cooperate and share ideas in problem solving tasks.

Management of PE

In P1-7, Physical Education is taught by class teachers.

P1 teachers take their children outdoors for play on the Activity Centre and with bikes, trikes and balancing equipment three mornings a week and supplement this with two P.E. lessons each week.

P2 teachers have two similar outdoor sessions and two P.E. lessons.

Schemes of Work are available on shared resources for all staff. For P1-3 these are term planners. For P4-7 these are activity planners as the activity taught in each term may vary from year to year.

The PE coordinator is responsible for the ordering and maintenance of all P.E. equipment.

Class teachers are responsible for creating a written comment on each child for the Annual Report in May of each year. This includes the pupils' swimming ability for pupils in Yr5-7.

Throughout the year, opportunities are sought to enhance the PE curriculum using external coaches to lead additional activities.

Due to the requirement for specialist equipment, gymnastics is taught during the beginning of the spring term to all year groups. This sharing of resources and the collegiate responsibility for safe handling of equipment proves most effective.

Differentiation

Planning in this area will include:

1. Pupil Groupings: ability or mixed group, paired/individual or group activities e.g. partner balances.
2. Resources: different equipment for ability levels, e.g. working at different heights in gymnastics.
3. Pupil Activity: Different time allocation/variation in pace within lesson to meet the needs of varying ability levels.
4. Extra Curricular Activities: Offer opportunities outside lessons for children to develop physical skills.
5. Any pupils with Additional Support Needs within the class should also be considered.
6. Where possible, classroom assistants will be deployed as an additional resource to bring about achievement (differentiation by support).

Health & Safety

All teachers are responsible for safety within their own lessons. Good discipline is essential throughout a PE lesson. Class teachers should position themselves in the hall/pitch so that they are able to observe the whole class. Clear signals should be taught to the class to enable the teacher to gain their attention quickly. Each teacher leading a PE lesson is responsible for ensuring all hazards within the teaching area are identified and risk minimized. This may simply be by highlighting the risk to the children who should then be given a degree of responsibility for their own safety.

If an accident occurs during P.E., the teacher should ask all pupils to stop what they are doing to allow full attention to be given to the injured child. If a teacher is concerned about the seriousness on any injury then a First Aider should be summoned and the child should not be moved until the First Aider arrives. All injuries should be recorded in the Injury Register found in the Secretary's Office or on an Accident Form available from the Principal. (Information on the reporting of injuries can be found in the First Aid Policy) If a teacher is unsure of how to record an accident, please consult the Principal. Following a concussion, children should be placed on the graduated return to play protocol. It is the responsibility of the parent/guardian to inform the school of any diagnosed concussion or other injury/medical condition which may affect their child's ability to participate in PE.

Any damage to P.E. Equipment should be reported to both the P.E coordinator and the Principal.

Swimming

All our P5-7 children have access to a term-long swimming programme. The children are bussed from school to Ards Leisure Centre where they receive a 30 minute lesson from a qualified swimming instructor. It is imperative that class teachers remain within sight and sound of their children when at the Leisure Centre. This applies to when the children are changing and when they are in the water. Particular attention should be given to supervision when the children are changing due to the Village type changing facilities and the fact that they will be mixing with other members of the public.

When in the water, teachers have a responsibility for the behaviour and safety of their children. On visits to the swimming pool, the class teacher and another adult support the children. Children must provide an explanatory note if they are unable to attend swimming.

Girls are expected to wear a one piece swimming costume. Goggles can be used but swimming face masks will not be permissible. Children should not bring aerosols of any type for the application of deodorant etc. when attending swimming.

If an injury occurs off-site at the Leisure Centre, the incident should be recorded by Leisure Centre staff and by the class teacher upon return to school.

Playground

Given our belief in the value of participation in physical activity, the playground has been equipped to provide opportunities for our children. An activity centre and an outside gym allow the children to develop strength and challenge themselves. This provision is augmented by a sizable 4G pitch and a small soccer and basketball court. There are also fixed basketball hoops and small apparatus available each lunchtime. Each class gets an opportunity to use the various facilities through timetabling and there are large numbers of calories burnt and enjoyment had each lunchtime.

P.E. Uniform

P1 children wear their school P.E kit, tracksuit and PE slippers for P.E. lessons.

School PE kit should be worn by P2-7 children along with trainers.

The uniform consists of crested navy shorts, crested white polo shirt. Tracksuit bottoms. A crested tracksuit top is also available. Children can wear their school jumper along with the P.E. uniform in colder conditions.

Long hair must be tied back at all times.

Children should have a coat with them to wear outdoors should the weather be cold during PE lessons. Hats and gloves may also be worn.

Footwear should be 'functional' over 'fashionable'. Velcro fastenings are preferred for younger pupils who have not yet developed the skill of tying their own shoelaces.

Jewellery

In school, children are permitted to wear one small, plain, stud type earring. Hoop earrings can cause serious injury and must not be worn at any time.

For safety reasons, children must not wear jewellery of any kind on the days when they are involved in P.E. or swimming. The School cannot be held responsible for any jewellery lost as a result of removing it for P.E. If children remove earrings before P.E. or swimming, there is the risk of cross infection of Hepatitis B if earrings are mixed.

Those children with recently pierced ears who need to leave earrings in place permanently for a number of weeks should inform the school by letter that this is the case. The request for permission to do so must cover this initial period only. During this period they will need to wear plasters over their piercings for P.E. and swimming. In such circumstances, children should come to school with plasters over their piercings or bring a plaster from home.

Children will not be permitted to participate in P.E. or Swimming lessons if the procedure above is not followed.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the activity areas, regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

1. Mixing groups in terms of gender and ability.
2. Structuring activities so all are fully involved.
3. Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
4. Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.

Considering ways in which to support Newcomer children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking. Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls. Recognising the need to extend more able pupils.

Extra-Curricular Sport

Newtownards Model Primary School is fully committed to providing extra-curricular sporting opportunities for our children.

Most of our children experience sport and competition through the wide range of extra –curricular sports on offer by members of teaching staff. These include-

- Netball / Basketball
- Boys' & Girls' hockey
- Boys' & Girls' football
- Tag rugby
- Cricket club
- Multi-sports club

External sports coaches complement this provision by providing Multi-sports & Dance to Primary 1 -7 pupils from the beginning of the spring term.

Our Soccer & Hockey teams (boys & girls) play regularly in leagues and cup competitions.

Through Extended Schools an I.F.A. coach works with timetabled classes at lunchtime each day.

Many of our year groups are involved with coaches from a variety of sporting disciplines throughout the year. P1/2 pupils enjoy soccer sessions from IFA, P5 with Ulster Badminton, P6 with Tag Rugby provided by Regent House School and P7 pupils with cricket and girls' football sessions.

During clement weather, The Daily Mile is incorporated into the pupils' day by classroom teachers.

Non-participants in Physical Education lessons (including swimming)

At times there can be a number of children in a class, unable to participate in a P.E. lesson due to illness, injury, because of forgotten P.E. kit or in extreme cases, apathy. In such circumstances, it is impractical and unsafe, to ask the teacher taking the P.E. lesson to safely supervise those participating in the P.E. activities and those unable to participate.

In Newtownards Model Primary School, children unable to participate in P.E. lessons (including swimming), for whatever reason, will be supervised in another classroom and work will be provided for the non-participating children to complete.

Children should provide a note of explanation if they are unable to participate in P.E. lessons.

If a child is frequently 'forgetting' their kit or sharing excuses as to why they cannot participate, their parents will be contacted to discuss the matter further with the hope of reengaging them in lessons.