

St Mary's Maghery



Physical Education Policy

December 2023

Physical Education

Mission Statement

In St. Mary's Primary School, we strive to create a secure, stimulating, and happy learning environment where all pupils are of equal importance. We work in close partnership with our parents, promoting catholic values and providing the best education for our pupils, so that the children are given important life skills to use in their role as future adults.

Rationale

Physical Education is an Area of Learning in the curriculum. It focuses on children's physical development, health and wellbeing. The Department of Education recommends that schools should provide pupils with at least two hours of curricular Physical Education each week. All children should experience a sense of fun, enjoyment and achievement through a variety of progressively challenging and innovative activities. Children should understand and appreciate the benefits of physical activity and the relationship between physical activity and good health. Through a broad and balanced Physical Education programme, children should develop their knowledge, understanding and skills. This will enable them to participate and perform competently in a range of physical activities. (CCEA, 2023)

Policy Development

This policy was developed following consultation with the Principal and Staff.

Purposes and Aims

The aim of this policy is to clarify and inform all staff, parents, governors, visitors and pupils, how P.E. is taught at St Mary's Primary School.

We aim that all children will:

- Develop a lasting sense of purpose, achievement, and fulfilment in physical activity.
- Develop and explore their physical skills with increasing control, co-ordination, and creativity.
- Be able to evaluate the quality and control of their own performance.
- Develop positive attitudes to physical endeavour including perseverance, fair play, good relations, correct application of rules and the ability to cope with success and failure.
- Learn how physical exercise affects their body.
- Understand the need for safe practice in physical activities and know how to achieve this.
- Encounter a positive learning experience which will promote an active and healthy lifestyle.

Equal Opportunities

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in P.E.

We promote a learning environment that enables all children to feel safe and confident, in order for them to achieve the targets and goals applicable to them.

Encouragement and praise are regularly given to ensure a positive learning experience and to raise self-esteem for children to achieve a sense of well-being in later life.

All children will be encouraged to develop:

- Control, co-ordination, and mobility.
- Skill and confidence in a range of physical activities.
- An awareness of the physical capabilities of their body.
- Thinking, selecting, and applying skills.
- Co-operative skills.

When progress falls significantly outside the expected range, the child may have special educational needs. Our planning process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Monitoring and observation against the Northern Ireland Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

Where appropriate, children with Special Educational Needs have specific targets relating to P.E. These targets are discussed with the Special Needs Co-ordinator and reviewed with the Learning Support Assistant (if one is assigned). The Learning Support Assistant works with the Teacher to provide activities that encourage and assist the child to meet their individual targets.

Definition of P.E. and content of the curriculum

P.E. is a key Area of Learning within the Northern Ireland Curriculum. The fundamental skills, knowledge, and concepts of the Learning Area are set out in 'The Statutory Requirements for Physical Education at Foundation/Key Stage 1 and Key Stage 2' where they are categorised into 5 areas of activity:

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

Teaching and Learning Styles

We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children.

Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.
- Ensuring that children have the opportunity to participate throughout the full lesson.

P.E. in the Foundation Stage

We believe that a young person's development is inseparable from all other aspects of development because they learn from being active and interactive.

Effective Learning involves:

- Giving children plenty of time to explore, experiment and refine movements and actions unhurriedly.
- Providing a safe, well planned, and resourced environment.
- Supporting other areas of learning through physical activity.
- Children using and learning through all their senses.
- Building on children's developing skills to promote confidence and independence.
- Effective teaching requires:
 - Providing opportunities for regular and frequent physical activity indoors and outdoors.
 - Ensuring that space is safe to use, and that clothing is safe and sensible.
 - Offering a range of stimuli for movement, such as action rhymes, stories, music and props.
 - Introducing the vocabulary of movement and words of instruction.
 - Teaching skills such as picking up bulky objects, getting onto a slide or responding to signals.
 - Providing a range and sufficient quantity of small objects to handle.

Fundamental Movement Skills (P1 – P4)

We believe that a child's Fundamental Movement Skills (running, jumping, throwing, agility, balance, and co-ordination) are the building blocks for accessing all areas of the P.E. curriculum. These essential skills are introduced and developed in all classes within the school but specifically in the Foundation/Key Stage 1 classes. (See Appendix 1)

Areas of Activity Linked to Statutory Requirements (Appendix 2)

Dance

Dance is an art form which is concerned with developing control, co-ordination and versatility in the use of the body. It helps to maintain flexibility, develop strength and aesthetic awareness and the appreciation of beauty and quality in movement.

Composition, performance, and appreciation are the three components of dance. All are interrelated and will usually be taught together.

Aims

- To develop control, co-ordination, balance, and poise in basic actions of travelling, elevation and stillness.
- To enable children to learn to enrich movements by varying shape, size, direction, level, speed, tension, and continuity.
- To experience and respond to a variety of stimuli, including music.
- To explore moods, express feelings and ideas and create simple characters and narratives in movement.
- To create dances with clear beginnings, middles and ends.
- To use techniques and styles to communicate meanings and ideas.
- To give children the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production.
- To experience examples of traditional/folk dances from different countries.

Games

Games and competitive sports are an essential part of the Physical Education Programme. They involve children participating individually, in a team, co-operatively and are concerned with skills, tactics, and principles of play.

Aims

- To provide experience of a variety of different games including; invasion games, ball games, target and court games and striking and fielding games.
- To gain understanding of common skills and principles, including attack and defence in all types of game.
- To provide games practices that help improve skills.
- To develop own games, rules and scoring systems.
- To experience a variety of roles in each game including umpiring.
- To play and understand small-sided versions of recognised games.
- To learn more advanced techniques and tactics in selected games and how to analyse them in order to improve performance.
- To experience the full sided version of a game and play in different positions in competitive situations.

Competitive Sport

Our school is represented in various inter-school Gaelic competitions, as an extension of class work, at a local and regional level.

Gymnastics

In gymnastics the focus is on the body. We are concerned with acquiring control, coordination, and versatility. Strength is developed and flexibility is maintained. The natural actions involved include; leaping, balancing, inverting, climbing, rolling and swinging. Pupils work alone, with partners and in small groups, sharing ideas, carefully sharing space and helping one another to lift, carry, place and use apparatus.

Aims

- To experience many ways of performing basic actions.
- To improve control of individual actions through repeated practice.
- To learn to link together a series of actions on floor and apparatus and to be able to repeat them.
- To learn how to lift, carry and position apparatus.
- To learn to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to a task.
- To understand and be able to show how body tension, clarity of shape and extension influence quality.
- To understand and develop aesthetic qualities such as contrast, variety and repetition in more complex sequences.
- To demonstrate sequences with or without contact in partner work.

Swimming (P4 - 7)

Programme delivered by Qualified Instructor – Craigavon Lakes – supported by Class Teacher.

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all round exercise and can contribute to the development of flexibility, strength and stamina.

Aims

- To develop safety and confidence in the water .
- To know and understand the basic principles of water safety.
- To learn the fundamentals of recognised strokes and a variety of general water skills.
- That all children at the end of Key Stage 2 can swim, unaided.

Athletics

In Athletics the focus is upon developing a variety of natural physical actions like running, jumping, and throwing. The activities provide excellent opportunities for promoting physical fitness and understanding of how the body works.

Aims

- To experience and participate in running, jumping, and throwing activities.
- To develop and practise the basic skills leading to the different athletic events - to learn how to measure, compare, and improve performance.
- To experience competition.
- To learn about the effects of exercise upon physical health and fitness.

Co-ordinator Role

The role of the P.E. co-ordinator is to:

- Take the lead in policy development.
- Take responsibility for the purchase and organisation of central resources for P.E.
- Give support to colleagues where appropriate.
- Keep up to date with development in P.E. through attending relevant INSET.
- Organise an annual sports day for each Key Stage.
- Organise an annual 'Health and Fitness Week' linked to mental health.

Planning

P.E. is a key Learning Area in the Northern Ireland Curriculum. As required, we teach: Athletics, Dance, Games and Gymnastics at Foundation/Key Stage 1.

In Key Stage 2 we teach all the above plus Swimming.

The P.E. activities are planned so that they build upon the prior learning of the children.

While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, progression is planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Organisation

P.E. is a firmly timetabled element of the curriculum because of the need to use hall/outside space/venues. P.E. is taught throughout the school year but not all areas of activity are covered each term.

Timetable

All classes within the school are timetabled for two hall sessions per week.

Furthermore, all classes are encouraged to make use of outdoor spaces where available and weather permitting.

Contribution of P.E. to teaching in other curriculum areas

English

P.E. contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance. It encourages speaking and listening amongst children as they learn to communicate as part of a team.

PDMU

P.E. contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They discuss playground issues during circle time and identify solutions to problems that have arisen from physical activity in the playground.

Spiritual, Moral, Social and Cultural development

The teaching of P.E. offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Assessment

At St Mary's Primary School, we believe that it is crucial to monitor each child's progress in each aspect of their learning and as such, formative assessment is used to determine what each child has learned and what therefore should be the next stage in their learning.

Suitable tasks for assessment include:

- Practical tasks directly observed by the teacher.
- Small group discussions related to a practical task.
- Specific assignments for individual pupils.

A record of children's progress and achievement in P.E. is included in a written report which is given annually to Parents/Carers.

Reporting in P.E. will focus on each child's:

- Control, co-ordination and mobility.
- Skill and confidence in a range of physical activities.
- Awareness of the physical capabilities of the body.
- Co-operative skills.

Monitoring forms are available, for each key stage, to support teachers with their monitoring and evaluating. (Appendix 3)

Resources

There is a wide range of resources to support the teaching of P.E. across the school. We keep most of our equipment in the P.E. store and this is accessible to children, only under adult supervision. The PE store contains a trolley with indoor equipment and gymnastic apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely.

The children use the school pitch for games and athletics activities, and the local swimming pool for swimming lessons.

The outdoor PE shed holds equipment for playtimes and outdoor PE equipment such as nets, bags of balls and rackets. 'Shed Monitors' oversee collecting equipment at play times and setting up the equipment when teaching activities to younger children. Teachers and Mid-day Supervisors are also available to monitor this in the playground.

Resources are the responsibility of all school staff and are returned, promptly, to their area after use. If any equipment is missing or broken, this is reported to the PE Coordinator.

School Facilities

Large Hall

P.E. Storeroom

1 Pitch

Tarmac Playgrounds

Eco Area/Poly Tunnel

Also available:

Swimming Pool – Craigavon Lakes

MUGA Pitch – Local Park

Health and Safety

Clothing

It is parents/carers responsibility to ensure all children come to school dressed appropriately in their PE kits, on PE days, with non-slip shoes and no jewellery (small stud earrings are permitted) to protect their child and limit potential hazards. Teachers are expected to set a good example by wearing appropriate clothing when teaching P.E.

Inside School

Teachers ensure that the hall is clear of unnecessary obstacles before beginning a PE lesson.

Outside School

Where children are to participate in activities outside our school (a sports event at another school, for example) we ensure that a risk assessment is carried out prior to the activity, by the teacher.

Swimming

Teachers have responsibility for general supervision and on a pool visit. The instructor is responsible for the safety of the children when they are in the water, but the teacher should be within sight of pupils.

Rules of Hygiene for Staff and Children – From South Lakes Leisure Centre

- Children with should not be allowed to enter the water/have a verruca sock. Feet should be regularly inspected by parents for Athlete's Foot, Verruca, etc.
- Children should be instructed to pay particular attention to the drying of feet and hair. Those with long hair should wear their hair up and a wear a swimming hat due to bus timetabling and a limited time to change.
- Outdoor shoes must not be worn on the pool side.
- Rules of Safety for Staff and Children
- Children will enter the water when being instructed to do so by a swimming instructor.
- Running on the pool side is not permitted.
- All signals by an instructor or teacher must be obeyed.
- Children are reminded that privacy should be respected whilst changing
- All children must leave the water immediately when asked.

First Aid

Designated Learning Support Assistants, Mid-day Supervisors and Teaching Staff are trained in First Aid. Specific training is given to staff members in how to deal and treat specific health problems or allergies. Necessary medication and Care Plans are taken to Physical Education activities within and outside the school.

Links with outside agencies

External coaches are involved in teaching specific sports within and outside the curriculum. All coaches/specialists working within our school are required to provide a criminal record check before commencing work with children and a Community Use of Premises Policy. They are also required to sign in and out.

Parents are invited to be involved in Sports Day and are regularly informed of sporting opportunities and successes achieved by the children.

The school is involved in a wide variety of external sporting events throughout the year. Pupils are expected to provide permission from a Parent/Guardian before leaving the school premises. This is normally provided through a written note. (Appendix 4)

Staff Training

- Staff are encouraged to attend courses and review resources. The P.E. Coordinator will have access to specific training to support and develop their role.
- Staff are encouraged to teach alongside coaches who work with the children, during PE lessons.
- Trainees will be given the opportunity to work alongside the Class Teacher and given support by the Co-ordinator, who will provide the help where necessary.

Dissemination

All Staff and Governors will receive a copy of this policy. A copy will be available to all Parents/Carers on the school website and parents will be asked to sign that they have read and agreed to the policy.

Reviewing the Policy

This policy will be reviewed Term Two 2026.

This policy was ratified by the Board of Governors of St Mary's Primary School

Signed: _____ (Chairperson)

Signed: _____ (Principal)

Date: _____

Appendix 1

Fundamental Movement Skills

St Mary's Maghery - Fundamental Movement Skills Check List

Name																		
Body management																		
Balance on 1 foot																		
Line/Beam Walk																		
Climb																		
Forward Roll																		
Locomotor																		
Sprint Run																		
Hop																		
Skip																		
Gallop																		
Side Gallop																		
Continuous leap																		
Jump for Distance																		
Jump for Height																		
Dodge																		
Object control																		
Foot Dribble																		
Hand Dribble																		
Kick																		
Catch																		
Underarm Throw																		
Overarm Throw																		
Chest Pass																		
Punt																		
2-Handed Strike																		

Appendix 2

Statutory Requirements

PHYSICAL EDUCATION

KEY STAGE 1

The minimum content for Physical Education is set out below.

Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:

Athletics

Pupils should be enabled to:

- participate in fun activities and physical challenges enabling them to begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment;
- practise simple running techniques in a variety of fun activities;
- practise jumping and throwing activities, initially from a stationary position progressing to a controlled run-up;
- measure performance in simple athletic activities.

Dance

Pupils should be enabled to:

- use different parts of the body to explore personal and general space and to move using simple actions;
- listen to, and move in response to, different stimuli and accompaniments;
- move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light);
- perform simple steps and movements to given rhythms and musical phrases;
- create, practise, remember and perform simple movement sequences;
- develop their movements progressively individually and in pairs.

Games

Pupils should be enabled to:

- practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment;
- develop the skills relevant to games, including running, stopping, jumping and skipping;
- make use of space to outwit an opponent;
- take part in simple games involving individual and co-operative play.

Gymnastics

Pupils should be enabled to

- explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing;
- explore, practise and improve body management skills;
- form simple sequences by linking movements;
- progress from working individually to working in pairs;

PHYSICAL EDUCATION

KEY STAGE 2

The minimum content for Physical Education is set out below.

Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:

Athletics

Pupils should be enabled to

- participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment;
- progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance;
- practise running over short and long distances;
- practise jumping for height and distance;
- practise throwing activities for accuracy and distance from a stationary position to a controlled run-up;
- record and analyse personal performance in a variety of ways.

Dance

Pupils should be enabled to:

- progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed;
- develop their movements progressively individually; in pairs; in trios; small groups; and larger groups.
- develop more effective use of space levels, directions, speed and strength
- move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;
- create, practise and perform movement sequences, using a variety of stimuli and to an audience;
- structure dances with clear beginnings, middles and ends;
- perform a selection of simple folk dances.

Games

Pupils should be enabled to:

- progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play;
- develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;
- improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play;
- develop an understanding of, and participate in, small-sided, adapted and mini games.

Gymnastics

Pupils should be enabled to:

- extend their body management skills and improve the variety and quality of movement;
- progress from working individually to working in pairs, trios, small groups and whole groups;
- explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching.

Swimming

Pupils should be enabled to:

- develop basic swimming and personal survival skills;
- understand the importance of personal hygiene in relation to pool use;
- progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

Appendix 3

Monitoring

Participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment;

Objectives	Notes
Runs forward, with coordination, over short distances	
Runs forward, with coordination, over long distances	
Jumps for height	
Jumps for distance	
Throws a short distance, with accuracy (from stationary)	
Throws a long distance, with accuracy (from stationary)	
Throws accurately with a run-up	
Catches from a short distance	
Catches from a long distance	
Can work as a team	
Can compete against peers	
Can record and analyse personal performance	

Progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed;

Objective	Name
Has developed their movements progressively individually; in pairs; in trios; small groups; and larger groups	
Has developed more effective use of space	
Has developed more effective use of direction	
Has developed more effective use of speed	
Has developed more effective use of strength	
Moves with increased control, co-ordination and poise	
Uses a variety of actions and gestures which communicate ideas and feelings	
Creates, practises and performs to an audience	
Structures dances with clear beginnings, middles and ends	
Performs a selection of simple folk dances	

Progress from developing individual skills and partner activities and games to suitable small sided, adapted and mini-games through both co-operative and then competitive play;	
Objective	Name
Has developed control in running, during games	
Has developed control in jumping, during games	
Has developed control in changing speed, during games	
Has developed control with small equipment	
Can use a variety of bats, during games	
Can kick and pass a variety of balls, during games	
Can work as a team in a variety of small-sided games	
Plays competitively in a variety of small-sided games	

Extend their body management skills and improve the variety and quality of movement;	
Objective	Name
Has progressed from working individually to working in pairs, trios, small groups and whole groups	
Has explored, practised and refined a range of movement skills:	
• Travelling	
• Flight	
• Rolling	
• Balancing	
• Transferring weight including weight on hands	
• Twisting	
• Turning	
• Stretching	

Swimming & Water Safety							
In particular, pupils should be taught to:							
swim competently, confidently and proficiently over a distance of at least 25 metres							
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]							
perform safe self-rescue in different water-based situations							

Appendix 4

Permission Slips



Principal: Miss R Robinson
Tel: 028 38851778
Fax: 028 38852568

ST MARY'S PRIMARY SCHOOL

84 Maghery Road

Maghery

Dungannon

Co Tyrone

BT71 6PA

Dear Parents/ Guardians,

Your child is invited to attend a _____ on _____.

Children should come to school dressed in their PE or Maghery kit on _____ and bring a packed lunch and drink to school. We will be leaving on the bus at 9.15am and will arrive back to school before the end of the school day.

Please bring back the reply slip to ensure we have parental consent, by _____

Yours sincerely,

Mrs Mackle

Dear Mrs Mackle,

_____ **will / will not** be participating in the Football Blitz on _____.

The best **contact number** to reach me, or an available parent/guardian, on this day is

_____.

Signed _____