

Carrick Primary School

Physical Education Policy



September 2016

Carrick Primary School

Vision Statement

Forward Together: “Ar aghaidh le cheile”

Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in which to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and for parents to assist us in laying the important foundations for future learning. We recognise that children have a detailed and an intimate knowledge of our school’s provision and processes, particularly teaching and learning. We will draw upon this knowledge in order to make improvements.

Aims

In our school we aim to:

- Develop and strengthen each pupil’s understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- Create a safe, enjoyable learning environment in which effective learning is facilitated and quality teaching is provided;
- Implement all aspects of the Northern Ireland Curriculum;
- Help our pupils to develop a positive attitude towards life and a love of learning;
- Value, respect and nurture every child in our care;
- Encourage pupils to respect themselves and others and to support and care for one another;
- Equip our children with the necessary life skills to enable them to participate in a fast changing society;

- Endorse the United Nations' Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention; and
- Involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

Physical Education in Carrick Primary School

The purpose of Physical Education is to provide opportunities to develop the physical development, health and well being of each individual.

Through a broad and balanced Physical Education programme, children should develop their knowledge, understanding and skills, enabling them to participate and perform competently and confidently in a range of carefully structured physical activities.

Physical Education in Carrick Primary School provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. Pupils will learn how to plan, perform and evaluate actions, ideas and performances in order to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Through the Physical Education programme offered in Carrick Primary School, pupils have opportunities to:

- develop body dexterity;
- extend, refine and become more proficient in a range of psycho-motor skills;
- develop personal qualities such as self-esteem, self-confidence, tolerance and empathy;
- interact and co-operate with others working towards common goals;

- experience and appreciate the contribution of PE to the promotion of a healthy lifestyle; and
- develop an awareness of safety in relation to space, equipment and others.

Rights Respecting School

We, the staff of Carrick Primary School, endorse the Convention on the Rights of the Child and are working towards the implementation of policies and practices which reflect the Convention.

Article 6

Every child has the right to a life. Governments must do all they can to ensure that children will survive and develop to their full potential.

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 24

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 27

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must provide this.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30

Every child has the right to learn and use the language, custom and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31

Every child has a right to relax, play and take part in a wide range of cultural and artistic activities.

Aims and Objectives for Foundation Stage and Key Stage One

In Foundation Stage and Key Stage One we aim to provide opportunities for our pupils to develop their potential through a broad, balanced, progressive and continuous Physical Education programme. This will include; athletics, dance, games and gymnastics.

As a result of the Physical Education programme offered, pupils will develop physical competency and a positive attitude to physical activity.

Aims and Objectives for Key Stage Two

In Key Stage Two we aim to provide a broad, balanced, progressive and continuous Physical Education programme, which will develop all of our pupils' potential. This programme will include athletics, dance, games, gymnastics and swimming.

Building on the experiences gained in Foundation Stage and Key Stage One, pupils will develop their skills and apply them in more complex personal challenges.

The Northern Ireland Curriculum for Physical Education

Each area of the Northern Ireland Curriculum for Physical Education offers something special for pupils.

Athletics - Pupils will develop the core skills of running, jumping and throwing. These can also be incorporated into the other programmes.

Dance - This helps pupils to develop their movement skills, body awareness, co-ordination and expressive skills. Throughout the programme, provision will be made for opportunities to create and share experiences and ideas, and to develop an understanding of the inter-relatedness of dance and other subjects.

Games - Pupils will have opportunities to work with a variety of equipment and initially develop individual skills. Pupils will gradually develop co-operation and team-work through involvement in a variety of small-sided, adapted and mini-games.

Gymnastics - Pupils will be encouraged to participate in movement experiences which are open to interpretation, discussion, expression and refinement. These experiences will develop strength, flexibility and body management.

Swimming - This activity will develop pupils' safety in the water by developing basic swimming and personal survival skills, through enjoyable activities, which help to build up their confidence. Pupils will understand the importance of personal hygiene in relation to pool use.

Extra Curricular Activities

In Carrick Primary School, we currently provide a number of extra-curricular activities which are designed to complement the Northern Ireland Curriculum. These include:

- Gaelic Football (boys and girls);
- Hurling;
- Camogie;
- Soccer;
- Hip-hop; and
- Tennis.

Other appropriate extra-curricular activities are provided when opportunities arise. Extra-curricular activities in Carrick Primary School provide opportunities for all children to extend and develop skills and interests already acquired during the school day. We aim to provide healthy attitudes towards sportsmanship, fair play, success and defeat. Our long-term aim would be to further extend the range of extra-curricular activities offered in Carrick Primary School. Opportunities to participate in physical activities in the local and wider community are promoted and actively encouraged within classes and at assembly. Any successes in these physical activities are celebrated in school.

Special Educational Needs

The co-operation and understanding of teachers, support agencies, parents and Board of Governors, will ensure that the pupils of Carrick Primary School with Special Educational Needs, achieve maximum access to the Physical Education curriculum.

The inclusion of children with Special Educational Needs into Physical Education lessons, may require teachers and classroom assistants to use a diversity of teaching strategies and approaches. It may also require some alteration in programming and planning in our school.

Gender

Activities within the Physical Education Programme will provide equal opportunities for children to develop their potential, irrespective of gender. The extra-curricular activities make provision for both sexes.

Resources and Timetabling

Every effort has and will continue to be made to acquire and/or purchase additional equipment and resources which will facilitate the implementation of the Physical Education programme. Innovative resources which are particularly suitable for infants and for those children with Special Educational Needs will also be given due consideration. The rate of up-dating resources will depend upon the school budget. Many resources are acquired by collecting Sainsburys tokens. A list of all current resources is included in Appendix A.

Maximum use of the assembly hall will continue, with each class having timetabled access to it, at least twice a week. In addition to the assembly hall, we also have a grass pitch and hard play areas. The tarmac areas are timetabled for use during break and lunch time. The pitch is timetabled for use in better weather.

Lunch Time Activities

In recent years the Staff and Governors of Carrick have actively promoted lunch time activities. Bunkers for all classes were requisitioned, in order to store the resources and a wide range of outdoor Physical Education resources were requisitioned for each class within the school. The School Council Members have been involved in researching what resources the pupils wanted; this has given the pupils a sense of ownership of the resources and we believe this had led to the resources being very well used by the pupils.

Assessment and Record Keeping

The appraisal and evaluation of performance and personal and social development, necessitate the recording of observations. In order for observations to be effective, it is essential that teachers have defined clearly what they are looking for. In Carrick Primary School it is our belief that observations should arise out of normal class interaction rather than contrived situations.

While the monitoring of pupils' progress takes place continuously, teachers will need to review pupils' achievements periodically. Within Carrick we aim to formally review progress. Gathering evidence of each pupils' achievement, should provide teachers with information to be used when writing reports. Any problems with a pupil's progress will be brought to the Co-ordinator's attention and after consultation with the Principal, appropriate action will be taken.

Links with Other Areas of Learning

In Carrick Primary School, Physical Education can contribute to and enhance other areas of learning, for example:

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| Language and Literacy | by being able to describe, evaluate and appreciate movements, emotions and feelings, of themselves and others, and by using movement story books and texts as a stimuli for movement; |
| Mathematics and Numeracy | by using number, distance, direction, time, shape and space to improve the variety and quality of movements and handling data and using ICT resources to inform progress, for example, athletics, health and fitness; |
| The Arts | by using the stimuli of Music, Art and Design and Drama to interpret, respond and move creatively and imaginatively; |
| The World Around Us | by discussing and investigating, in a range of ways, how the body works, for example, using ICT. 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; |
| Personal Development and Mutual Understanding | 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. |

Teacher Training

The staff of Carrick Primary School acknowledges the importance of In-Service training and professional development, particularly within Physical Education. It is anticipated that regular training will be provided by the Co-ordinator and that the remainder will be provided by external agencies, when required.

Safety Policy

All individuals involved in Physical Education activities in Carrick Primary School will try to ensure that a safe environment is provided, in which all children have an opportunity to develop their learning potential in all aspects of school life. This is particularly true in Physical Education. Safety, given the nature and demands of the subject, must be a priority consideration of all teachers and be transmitted regularly to all those participating in such activities.

Physical Education by its nature is a challenge to children and there is an ever present risk of accident and injury. Therefore, besides the legal obligation resting on the shoulders of teachers to ensure good safe practice, it is morally expected that they develop and abide by the code of safety procedures, to anticipate hazards, minimise them, and make every effort to maintain the safety standards expected.

At Carrick Primary School we will try to ensure safe practice in all aspects of Physical Education by following the agreed procedures.

Teacher Preparation

- I. Wear appropriate clothing, particularly footwear.
- II. Ensure equipment is easily accessible and that the children have been instructed in the safe and effective handling of equipment.
- III. Ensure content of lesson and layout is planned in advance [Children may be made aware of this through posters].
- IV. Promote a positive attitude to Physical Education through one's own enthusiasm.
- V. Ensure environment is safe.
- VI. Be aware of children with medical conditions which may affect them during the lesson [asthma, epilepsy etc.].

Discipline

- I. Remind children about the rules and routines before they begin to change.
- II. Walk the children to the PE area and check that the children are quiet and controlled before beginning to warm up.
- III. Keep all the children in view all the time.
- IV. Be clear about the noise level you will permit.
- V. Do not punish groups or the whole class for the misdemeanours of individuals.
- VI. Remind the children that the lesson does not end until they are back in the classroom, and have changed out of their P.E gear.

Rules for Changing

Encourage the children to:

- I. Change quietly into their Physical Education kit.
- II. Fold clothes and set in a neat pile on the desk.
- III. Sit down quietly.
- IV. Listen to procedures for going down to and for arriving at the hall.

Lesson Structure

- I. The lesson should be structured - warm up, development, cool down.
- II. The lesson will generally be part of a series of related lessons with built in progression.
- III. The teacher should, at all times, be in a position to view all children working.
- IV. The activities should be appropriate to the ability and experience of the children.
- V. When resources are used, they should be safe and suitable.
- VI. Tasks based on apparatus, should be suitable for the ability and experience of children.
- VII. Tasks set and apparatus layout should allow for differentiation, enabling all pupils to succeed.
- VIII. The atmosphere should be calm throughout.

Pupils

Pupils should:

- I. Be aware of the hazards of Physical Education.
- II. Always look where they are going; not touching others, i.e. pushing or pulling especially when using apparatus.
- III. Be aware of any projections into space.
- IV. Be aware of the need to co-operate, with due emphasis on safe practice e.g. competitive games, sharing equipment.
- V. At times be competitive [not gymnastics].
- VI. Be aware of expected/accepted behaviour when arriving for, during and after Physical Education.
- VII. Display a positive attitude to participation in Physical Education lessons and exercise in general.
- VIII. Listen to and respond readily to instructions and signals within established routines.
- IX. Recognise and follow relevant rules and safety procedures for different activities.

Clothing

Clothing for Physical Education should be comfortable, practical and safe. In the interest of health and safety an appropriate Physical Education kit will be worn. The recommended Physical Education kits for Foundation Stage, Key Stage One and Two are detailed below.

Foundation Stage and Key Stage One

- Burren/green shorts, T-shirt and socks.
- indoor plimsolls [or bare feet for gymnastics and dance].
- outdoor training shoes.

Key Stage Two

- black tracksuit, Burren/green shorts, white t-shirt and socks.
- indoor runners [or bare feet for gymnastics and dance].
- outdoor training shoes.

In the interest of safety to all participants, all items of jewellery should be removed for Physical Education lessons.

For safety reasons long hair should be tied back and any large clips/hair bands should be removed.

Dressing/Undressing For PE

In the Foundation Stage it is important that classroom time is spent developing dressing and undressing skills. This helps not only to develop finger dexterity, but gives children a greater degree of independence, and in the long term will allow more teaching time. By the beginning of Primary 3, the majority of children should be able to undress and dress themselves independently and quickly.

After the first term there should be no need to help children dress or undress. Children who are quickest at dressing should be encouraged to help those who are slower.

All children should have a Physical Education bag in which to keep their clothing and footwear. Wherever possible, all clothing should have each child's name clearly marked in indelible pen. Physical Education gear should be sent into school each Monday, and taken home each Friday.

Facilities

Inside

1. Floor surface, clean and not slippery, especially where children are working in bare feet.
2. No splinters from equipment.
3. No protruding objects, sharp corners/edges, as far as possible.
4. Piano, tables, chairs etc. moved to end of the hall.
5. No glare from the sun.
6. Resources - properly stored away in PE stores.

Outside

1. The play surface is safe, suitable and free from obstacles.
2. Tarmac/hard play area is in a suitable condition [free from ice, puddles of water, moss, glass or other hazards].
3. Grass - [not frozen and if wet, children should wear football boots].

Apparatus

The apparatus should be:

1. In a good state of repair.
2. Of a suitable size and design for the children using it.
3. Stored neatly and safely, ready for use.
4. Placed in a box/basket for easy location. It is helpful to list the contents of each box/basket.
5. If broken or damaged, this should be clearly marked - 'Damaged - do not use' and reported to the PE Co-ordinator.
6. Check regularly by an approved firm.
7. Regular maintenance and safety checks of all equipment should be carried out by the teacher responsible for Physical Education in the school.

Safe Handling of Apparatus

1. Children should be taught to lift, carry and place **each** piece of apparatus safely and correctly [from small balls to climbing frames].
2. Children should be shown how to carry and manoeuvre each piece of apparatus.
3. The teacher should show them where and how to grip each piece of apparatus.
4. The teacher should demonstrate how to lift it and which way they should face when carrying it.
5. Children should be shown how to place the apparatus safely on the ground.

This will involve co-operation from the children as they ensure that apparatus is grounded simultaneously, gently and with control. It will take them considerable time, but it is really well spent.

Medical Conditions

It is the responsibility of the parent to inform the school of any medical condition that may affect their child during Physical Education. The teacher concerned should keep a record in their register, of all pupils, with any medical condition [e.g. asthma, epilepsy, diabetes] and this information should be passed on to the child's next teacher. Pupils should have all medication/inhalers clearly marked with their name and class.

Pupils not participating in Physical Education because of illness, should bring in a note from their parents to that effect. Any child who misses three or more successive Physical Education Lessons, will be asked for a medical note of explanation.

Accidents

Should an accident occur, the teacher should carry out the normal school accident procedures.

The procedure is as follows:-

- Stop all activity and ensure that the other children are seated quietly and calmly, away from the cause of the injury and away from the accident victim.
- A competent child will be sent to alert Mrs Cassidy or Miss Crawley.
- Where possible the class teacher and/or Mrs Cassidy will try to determine the seriousness and extent of the injury.
- If the injury is minor, first aid will be administered.
- If the injury is deemed to be more serious, the Principal, the emergency services and the parents will be contacted and first aid administered.
- If there is cause for doubt the child will not be removed from the scene of the accident.
- Every effort will be made to prevent further injury and to promote recovery.
- All accidents will be reported and recorded.

A First Aid Kit will be available in the office at all times.

Swimming

1. Children from P5 - P7 will swim at Newry Swimming Pool.
2. Children who are not swimming are to be left at school in another class with work to do, which may be related to Physical Education. They are not permitted to go to the pool and spectate.
3. Teacher should count the children on the bus before leaving school and before leaving the Swimming Pool.
4. Children will be expected to behave in an acceptable manner in the changing area, at the pool side with no running, and in the water.
5. Misbehaviour at swimming means **NO POOL**.

General Rules and Procedures

1. Collect and record payment for swimming (£3.50 per session).
2. Count and record number of children going swimming.
3. Elect swimming monitors.
4. Line up in single file at the bicycle stand at the front of the school. Board and leave the bus quietly and in single file. Walk to the pool door and wait at the reception for the teacher to sign in. Line up at the changing room door and wait until instructed to enter.
5. Change where shown.
6. The teacher will supervise the children and keep all of them in sight.
7. Pupils will obey instructors at all times and leave the pool when told to do so.
8. Pupils will line up at the changing room door after changing and everyone will leave together.
9. Children are counted on to the bus.
10. Teachers do not teach swimming unless fully qualified but should remain alert in case of an accident.
8. Teachers will emphasise to children that they need to stay safe in public places and that they need to stay in groups of two or more so that they are never on their own in a public place.
9. All watches and money should be left at school.
10. Children should bring swimming gear in an appropriate bag.
11. All swimming gear should be folded inside the towel after swimming and placed in the swimming bag.
12. Pupils with verrucas, athlete's foot etc. should wear a protective sock.
13. Pupils should visit the toilet before passing through the pre-swimming showers and footbaths.

Calendar of Physical Education Year

Term One:

Classes begin Physical Education Lessons using Activity Planners and Units of Work.

Distribution of P.E timetable and Yard timetables for Term One.

P.6 Swimming Lessons begin.

Camogie / Hurling Training.

Football Training (Boys and Girls)

Participation in: Newry Lions Sponsored Swim Competition, Canon Esler Championships, Indoor Football, Camogie and Hurling Competitions.

Confirm Swimming dates and times for Primary 7 pupils for Term 2.

Term 2:

Classes begin Physical Education Lessons using Activity Planners and Units of Work.

Distribution of P.E timetable and Yard timetables for Term Two.

P.7 Swimming Lessons begin.

Camogie / Hurling Training.

Football Training (Boys and Girls)

Participation in Gaelic Football and Hurling and Camogie Leagues.

Football (boys and girls), Camogie and Hurling Competitions.

Confirm Swimming dates and times for Primary 5 pupils for Term 3.

Term 3:

Classes begin Physical Education Lessons using Activity Planners and Units of Work.

Distribution of P.E timetable and Yard/Pitch timetables for Term Three.

P.5 Swimming Lessons begin.

Classes begin Physical Education Lessons using Activity Planners and Units of Work.

Camogie / Hurling Training

Football Training (Boys and Girls)

Sports Day

Sports Awards

Participation in: Newry and Mourne District Council's Cross Country Competition, Conor Mc Conville Football Tournament, St.Louis Football Tournament and St. Clare's Camogie Tournament.

Gaelic Football League and Championship competitions (boys and girls)

Outdoor Hurling and Camogie Tournaments.

Swimming Competitions

Confirm swimming dates and times for Term 1 for Primary 6 pupils.

Appendix A: Inventory of Physical Education Resources.

1 Round Trestle Table
1 Small Rectangular Trestle Table
1 Medium Rectangular Trestle Table
Balance Benches
1 Vertical Mat Trolley
Safety Mats

Gymnastic Mats:

Red
Blue
Green
Yellow

Balance Plank
Ladder

Medium Hoops
Large Hoops

Quoits:

Red
Blue
Green
Yellow

Multi-Markers
Coloured Poles
Multi-base Markers and Clips

Cone Markers
Plastic Skittles

Post Markers
Sequencing Discs
Stacking Boxes
Relay Batons

Mini Short Tennis Bats:

Red
Blue
Green
Yellow

Tennis racquets
Tennis balls
Wooden Bats
Baseball Bats
Black Racquets

Camogie and Hurling

Camogie and Hurling Sticks
Indoor Camogie / Hurling Sticks
Sliotars
Indoor Sliotars
Helmets

Unihoc

Unihoc Balls
Unihoc Sticks
Shuttlecocks

Training Bibs:

Red
Yellow

Bean Bags:

Red
Blue
Green
Yellow

Netball Poles, Stabilisers and Rings

Skipping Ropes:

Cotton
Nylon

2 Basketball Rings

1 Stopwatch

Footballs

Netballs

Basketballs and Nets

Football Pump and Needle

Signed: Mrs Anne Cassidy (Principal)

Signed: Mr Michael Keenan (Chairperson of Board of Governors)

Date: 6th September 2016

Review Date: September 2018