

Physical Education/Development

Enniskillen Model Primary School

Updated in March/April 2024



N.B. Cognisance has been taken of the ETi Thematic Evaluation of Physical Education in Primary Schools published in the Autumn of 2022. This document has been used to benchmark against our current practice.

1. PURPOSE:

In Enniskillen Model Primary School Physical Education/Development forms an important part of the education of each pupil.

We aim to give all the children the opportunity to extend their range of physical skills and develop their proficiency, as well as appreciating the benefits of participation.

We strive to develop all children's intellectual, interpersonal and problem-solving skills, nurturing their emotional and academic development and improving their life-long health.

We also endeavour to help forge links between the school and its community through P.E. and its development.

It is intended that the P.E. curriculum will enhance and enrich other learning experiences across the curriculum.

2. AIMS:

Physical Education/Development is a key area of study as outlined in the Northern Ireland Curriculum. We aim:

- To promote a positive attitude to physical activity/physical development thus encouraging a healthy lifestyle.
- To motivate each child so that he/she maintains a life-long interest in all aspects of P.E. and recognises the importance of living a healthy lifestyle inside and outside of school.
- To develop the stamina and strength required for sustained physical activity.
- To develop a range of fundamental movement skills that will improve co-ordination, locomotion, control, balance and manipulation.
- To provide fun and enjoyment.
- To equip children with the ability to co-operate with others successfully in pairs, groups and teams, showing respect for rules.
- To promote and develop safe practice in P.E. lessons.
- To help pupils develop a positive image and promote self-confidence.
- To develop physical and mental co-ordination.
- To develop artistic, aesthetic and linguistic understanding through movement.
- To provide equal opportunities for all children regardless of race, gender, background or ability.

- To deliver a broad and balanced P.E. curriculum incorporating all five key elements (Dance, Gymnastics, Swimming, Athletics and Games), as outlined in the N.I Curriculum.

3. PRACTICES:

This school has a team that helps deliver the P.E. curriculum throughout the school. This team is led by Janice Murray (P.E Co-ordinator). Specialist coaches and volunteers are used to support all programmes.

a. Planning for Progression, Continuity and Inclusion

Medium term planning is evolving and promoted throughout the school. The P.E. Co-ordinator, staff and relevant coaches plan for four different areas (Dance, Gymnastics, Athletics and Games). Each teacher delivers two of these areas every term, completing a topic grid to outline what is covered and when. Planning builds progressively on learning achieved at previous levels.

We believe that all children benefit from participating in P.E. Children have access to opportunities provided by the teacher irrespective of their gender, ability or culture. All children are given the opportunity to develop skills to the best of their ability and participate in and through the whole P.E curriculum. For children who have physical disabilities, some modification or a differentiated P.E. programme catering to their individual needs, is made in consultation with the P.E. Co-ordinator, SENCo, support staff, professionals (if involved) and parents.

Guidance has been gleaned from Sport N.I. in conjunction with Disability Sport N.I. and D.E. Ref: Active Living: No Limits 2016-2021

In addition, the following activities are offered to children at Stage 3 only - Horse Riding (R.D.A) and Autumn & Spring Inclusive Walks (F&ODC).

All staff reflect on planning, teaching and learning to ensure children make progress. This also allows for children's learning to be celebrated and areas for improvement to be identified.

b. Connected Learning

'The development of physical abilities can positively impact on many other aspects of a child's learning and development' (N.I. Curriculum 2007)

Through PDMU children are taught that healthy lifestyles are increasingly important in society – looking at cleanliness and body hygiene, exercising regularly and eating properly. Children are also encouraged to drink water throughout the school day and after P.E to rehydrate their bodies. P.E. also encompasses personal and social development, with skills/values such as the following being central - self-esteem, self-confidence, self-reliance, ability to work with others and develop team spirit, co-operation, compete with others in a friendly and acceptable manner, enjoy sport and develop a sense of fair play.

There are equally many curricular links with other areas of the curriculum, for example:

Mathematics and Numeracy – direction, timing and recording, counting, shape and space

World Around Us - our bodies, keeping healthy, pulse rate ????? Hoe is this WAU??

Language and literacy - evaluate their performances, language associated with movement, direction, emotions, developing listening skills

All staff endeavour to make purposeful and appropriate cross-curricular links to topics during each term.

4. CLASSROOM TEACHING, TIMETABLING AND APPROACHES:

Teachers and coaches work alongside one another when delivering what is planned.

In this school all teachers aim to deliver two hours of P.E. every week, as is stipulated by the Department of Education. The purpose-built P.E. Hall, the inner courtyard, the main playground, Celtic Park and other locations such as the Lakeland Forum are extensively used. The co-ordinator has an overview of all class timetables.

The P.E hall is timetabled as follows:

Foundation Stage (1 3/4 hours per week)

In addition to the P.E hall time allocation, the inner playground is also timetabled for (weather permitting) - comprising of two x one-hour sessions for Outdoor Play/Physical Development and Movement each week.

Key Stage 1 and Key Stage 2 (1 3/4 hours per week)

The larger playground and Celtic Park are also used for Physical Movement. Classes often avail of the play trails, football pitch and netball court on a regular basis.

Throughout the year, all P4 to P7 classes participate in weekly blocks of swimming sessions at the Lakeland Forum.

In addition, all classes are encouraged to take part in regular walks around the school grounds or in Castle Coole.

Non-participation is only acceptable when a note from home explains why a child cannot participate or if the teacher decides that the child is not fit to take an active part. **If a P.E kit is forgotten when the lesson is indoors the child will be asked to remove their socks, shoes and jumper and join in the lesson as normal. Spare shorts are available from Mrs Murray.** Children who do not take part are expected to watch and take an active part in discussions, evaluation of performance as well as helping in the organisation.

We encourage children to be involved in extra-curricular activities and these are planned consistently. All children are offered the opportunity to become involved in a variety of physical activities throughout the year. These change termly and often involve coaches, teaching and non-teaching staff. Registers are kept and the standard risk assessments applied.

5. ASSESSMENT:

No formal, summative assessment operates for P.E.. As in all areas of learning, formative assessment is used to promote, enhance and deepen the children's learning. It involves all methods normally used to appraise the children's learning, either individually or in groups. The outcomes from these assessments can then be used to identify the progress which pupils make in relation to the processes, skills, understanding and knowledge outlined in the N.I. Curriculum. The key reasons for assessment within P.E. will be to:

- enhance performance, self-esteem and self-confidence
- promote greater resilience when faced with challenges
- increase independence
- develop a positive climate for learning

Annual Reports/Pupil Profiles are updated annually and highlight the progress achieved in this learning area. Parents are also updated as part of parent teacher discussions. Displays of physical activities provide a representative sample of all areas of work covered. Teachers are also encouraged to retain evidence of participation – for example, by putting posts on Google Classrooms.

In line with whole school assessment practices, teachers in this school establish learning intentions for each topic and share these with the children.

Children are often involved in the planning process.

6. CO-ORDINATION, PROFESSIONAL DEVELOPMENT & MONITORING AND EVALUATING:

The P.E. co-ordinator meets with teachers and external coaches to discuss the learning intentions and match these against the P.E. programmes of work etc.

Teachers are kept informed about current developments in this area of study.

Strengths and weaknesses are identified and input features for areas that need further development.

Discussions with teachers and children about their views on P.E. happen periodically. The last detailed survey was conducted in June 2023.

Photographic evidence is encouraged – school Facebook page, local newspapers and Google Classrooms.

Children self-evaluating their performances and those of others in the areas of Dance, Athletics, Games and Gymnastics are an integral part of lessons. **P.M.I – Plus, Minus and Improvements???**

Occasional inset training for all staff as well as team teaching and year group planning helps upskill teachers and classroom assistants in key areas.

4 Corner Coaching plans and deliver a weekly session to every class. This provides all teaching staff with an opportunity to upskill in different areas of P.E. The planning is provided to the teacher before the session to evidence progression.

Throughout the year, specialised coaches plan and deliver sessions including Rugby, Football, Gaelic Football and Ulster Scots Dance. These sessions are used as further upskilling and refreshing staff expertise.

All coaches and sessions are monitored and evaluated by the P.E. Co-ordinator to determine effectiveness and relevance.

7. RESOURCING:

The purchasing of resources for P.E., funding specialised coaches, transport and swimming lessons (P4 to P7) is at a school cost. No child is left out from participating in any form of activity. .

P.E. equipment is easily accessible and the P.E. store is located just off the P.E hall. Resources are stored safely and securely. Any shortages, breakages or damage are reported immediately to the P.E. Co-ordinator and will be taken out of use if deemed dangerous.

All equipment is regularly checked and maintained by Podium Sport.

8. COMMUNITY INVOLVEMENT:

Numerous opportunities and partnerships help increase the children's understanding of the immense value and importance of a life-long healthy lifestyle. Some of these include Sports Day, House Tournaments, and various competitions involving a wide variety of sports.

9. SAFETY AND RISK ASSESSMENTS:

“P.E includes many activities which offer a challenge to the children's initiative, determination and courage. Safety precautions cannot remove all risks but should eliminate unnecessary dangers.” (D.E.N.I 1985)

In Enniskillen Model we follow the Safe Practice in P.E., School Sport and Physical Activity 2019 book (B.A.A.L.P.E) – a copy is kept in Room 3. All staff are guided about this document via the P.E. Co-ordinator. Some of these are:

CLOTHING

- All P3 to P7 children are instructed to come to school in their Model School P.E. kit on their allocated P.E. days. Navy/black thermal leggings and hoodies can be worn for outdoor use in cold weather.
- Children in P1 and P2 remove sweatshirts and change their shoes to plimsolls (bare feet for gymnastics only is allowed).

Teaching and non-teaching staff have been advised about the importance of wearing sensible footwear when in the P.E. hall.

JEWELLERY

- Children do not wear any personal effects during P.E. lessons (i.e. sensory aids, earrings, necklaces, rings or bracelets). Earrings are removed at home and recent piercings curtail participation for six weeks.

HAIR

- Long hair should always be tied up.

GLASSES

- Glasses must be removed prior to the P.E lesson. Although a balanced judgement may need to be made whether wearing the glasses constitutes a greater safety risk – in this instance written permission from the child's parent must be obtained yearly.

MEDICAL CONDITIONS

- It is the responsibility of the parent to inform the school of any medical condition which needs to be considered when planning/delivering the P.E programme. Staff have copies of their class's medical records which are updated regularly by our First Aider.
- Teachers are instructed to bring to the **P.E hall????**, tournaments or sporting events children's inhalers, Epi-pens and medication (if identified by a parent as requiring a reliever inhaler for asthma or diabetes monitoring), for example.
- For swimming, all medical risk assessments are forwarded to the Lakeland Forum.

HYDRATION

P2-P7 children bring waters bottles into school and are encouraged to stay hydrated throughout the school day. P1 children are provided with water daily by the class teacher. ???? Mentioned earlier....

All coaches have AccessNI checks.

Gymnastic apparatus (April 2021) has been fitted, is checked, and repaired as necessary by Podium Sports on a regular basis (last checked in February 2024). Children are taught to handle apparatus safely and correctly. During the P.E lesson children do not handle apparatus unless instructed to do so by the coach or class teacher.

Incidents of any nature are reported immediately.

This policy will be reviewed on a regular basis.