
Strathearn Preparatory Department
PHYSICAL EDUCATION POLICY



General Overview and Rationale

Strathearn Preparatory Department strongly believes that Physical Education (PE) has a fundamental role to play in the development of the whole child. It provides the foundations for a healthy lifestyle, promotes self-esteem, fosters good behaviour and allows children to develop their understanding of co-operation, fairness and respect for others through active participation.

By employing a wide range of teaching strategies to deliver a broad, balanced, relevant and differentiated curriculum we strive to provide all of our children with a fun, enjoyable, secure and stimulating learning environment that will address the needs of each individual child.

The Physical Education Programme of study at Key Stages 1 and 2 includes Athletics, Dance, Games and Gymnastics (Body Management Skills). From P3, pupils will also participate in swimming. Through activities provided in all the areas of the programme children will have opportunities to explore, invent, plan, practise, improve, perform, observe and evaluate the performances of themselves and others. Children will also have the opportunity to develop fine and gross motor skills showing creativity, control and co-ordination.

The subject naturally links to other subjects: the use of the outdoors for learning relates to Environmental Education; an awareness of community leisure opportunities and the development of inter-personal skills link with Citizenship; safe practice and an awareness of how exercise contributes to health relate to Health Education. Also, key skills, such as communication, collecting, analyzing and interpreting information or problem solving are central to Physical Education.

General Aims of Physical Education within Strathearn Preparatory Department

The following aims run central to the teaching and learning of Physical Education across Foundation Stage, Key Stage One and Key Stage Two.

1. All children should experience a sense of fun, enjoyment and achievement through a variety of progressively challenging and innovative activities.
2. To promote physical activity, development and the need for a healthy lifestyle.
3. To develop and increase self-esteem and self-confidence.
4. To foster creative, aesthetic and linguistic understanding through active participation in Athletics, Dance, Games and Gymnastics.
5. To develop social co-operation, a sense of fairness and team spirit and to demonstrate a respect for others and the environment.
6. To develop fine and gross motor skills, control, balance and co-ordination.
7. To provide opportunities for all pupils to achieve their full potential in a range of physical activities and contexts.
8. To develop an understanding of the relationship between physical activity and health-related fitness.
9. To promote and develop safe practice in physical activities.
10. To deliver an inclusive Physical Education curriculum that provides equal opportunities for all children.

The aims of Physical Education should be developed in a context which ensures:

- Equality of opportunity in terms of access to:
 - time on the subject
 - a broad and balanced programme
 - staffing expertise
 - facility use
 - appropriate grouping according to experience, ability, gender or other relevant criteria

- a safe environment which
 - provides challenge and responsibility whilst eliminating danger
 - is based on a sound risk assessment
 - is taught by appropriately experienced (and, where relevant, qualified) staff
 - is offered within guidelines which establish concern for health and safety

- a well managed and organised framework which:
 - is well taught
 - provides for pupil responsibility and involvement in own learning
 - sets high standards of performance
 - involves a good level of activity

Programme Structure

Of primary importance is the need for every pupil to receive a broad, balanced and differentiated curriculum in order to succeed and to attain the highest possible personal standards of achievement. Opportunities should be given to develop pupils as individuals and as contributors to society.

Effective learning opportunities should be offered to all pupils with relevant and challenging work at each key stage. It is essential that pupils' diverse learning needs are catered for.

Staff will plan for four (KS1) - five areas of activity(KS2), including swimming from P3. Within the activities undertaken, pupils should receive continuous experience of the skills and concepts relating to health and fitness, safe practice and personal and social development.

The content of the curriculum through P1 to P7 will include movement experiences in the following areas:

Athletics
Dance
Games
Gymnastics
Swimming P3 – P7

Adopting a whole-school approach will ensure continuity and progression, with curriculum content and policy being reviewed annually.

Framework for Key Stages One and Two

In order to achieve progression and good quality performance in each of the areas of the programmes of study the PE co-ordinator, in conjunction with the teaching staff, will develop appropriate schemes for each Key Stage and units of work for each year group. Our aim is to provide pupils with opportunities to develop their skills and apply them in more complex challenges. Pupils will be encouraged to discuss the physical education activities and to develop an understanding of them and their relationship to health and exercise in everyday life.

Developmental needs of Pupils

Key stage 1 is characterised by the development of fundamental pastoral, locomotive and manipulative skills. These form the basis of all skill activity in later life.

Skills

Pastoral – Bending twisting, curling, hanging, stretching, balancing, swinging, pushing, pulling, lifting, turning.

Locomotor – running, jumping, hopping, skipping, galloping, stopping, starting, dodging, sliding, rolling, falling, crawling.

Manipulative – catching, throwing, releasing, bowling, dribbling, striking, stopping.

Play at this stage is characteristically self centred. Co-operative play emerges gradually with the ability to participate in competitive challenges individually or with a partner.

Key stage 2 is when the pupils normally experience an increase in physical capabilities such as strength and stamina.

This enables performances to be extended and sustained for longer periods.

The rate at which information can be understood improves markedly and enables pupils to cope with a variety of contexts.

The emerging use of logical reasoning, facilitates the understanding and appreciation of rules.

Delivering the PE Curriculum in Strathearn Preparatory Department

Physical Resources available for PE

1. PE is taught in several areas within both Penrhyn and Strathearn School. This includes an assembly hall, gym, sports hall, a considerable area of hard playing surfaces (playground), tennis courts and an all weather Astroturf pitch.
2. There is a limited amount of equipment available that is centrally stored. This includes fixed equipment, moveable apparatus (gym-time, benches, mats, ropes, selection of different sized balls, bats, quoits, hoops etc.) The PE co-ordinator in consultation with the staff and principal aim to ensure the maintenance of the equipment, within the constraints of the budget. An inventory of all equipment can be located within the PE store.
3. A range of ICT related equipment is available including: iPad, CD and tape players, computers with internet access, projectors, digital and video cameras. In addition, other equipment such as musical instruments is also readily available to assist in PE teaching and learning.
4. All pupils in Primary three to seven are provided with the opportunity to follow a programme of swimming at Templemore Leisure Centre throughout the year. Pupils travel by bus to the Centre accompanied by Mrs Crawford, Mrs King or another member of staff. All pupils are expected to fully participate unless a note of parental consent is forwarded to the teacher concerned.

Allocation of Time for PE per Week

- Our aim is for Primary one to three to have one thirty-minute session timetabled each week which will, whenever practicable, provide both indoor and outdoor experiences. Additionally, pupils should have access to some form of physical activity each day to encourage both gross and fine motor skills.
- Our aim is for Primaries four to seven to have one sixty-minute session timetabled in the hall and/or in the outdoor facility. Additionally, each class will have one session per week of swimming throughout the year. NB P6 and P7 will share a swimming slot and each class will go for half the year.
- All pupils are expected to further enhance their Physical Education curriculum through outdoor activities, weather permitting.
- Our aim is for all classes to have some form of physical activity everyday for approximately ten minutes whether in class or outside during break and lunchtime.

In setting out a balanced programme it is not necessary for each area of activity to have an equal share of the curriculum time provided that the Programmes of Study are completed by the end of the Key Stage.

Special Educational Needs

All children are catered for and have the opportunity to participate in every activity. Each child is given realistic goals that they can work towards. A range of strategies, resources and tasks employed within the content of each PE lesson will ensure that the needs of each individual child are met. When necessary, teachers will consult with the Special Educational Needs Co-ordinator and the PE Co-ordinator as well as other agencies such as physiotherapists when planning units and lessons of work.

Differentiation

The PE programme aims to cater for the needs of children with a wide range of abilities. Teachers will take account of differences in stages of development, previous experience, body size, age, fitness and skill levels. These differences will be reflected in the variety of teaching and learning approaches and in the organisational management during PE lessons. Similarly, our lessons will take account of the visual, auditory and kinaesthetic learners.

Continuity and Progression

This will be overseen by the co-ordinator, who will support and advise on the development of schemes and units of work for each year group. The co-ordinator will also oversee that each year group is aware of the progression from year group to year group.

Assessing, Recording and Reporting Pupil Attainment

Assessment in PE is designed to identify the attainment of each individual child and should influence future teaching and planning. Key Stage 1 teachers will assess pupils' development of fundamental movement skills and will record the development of these skills for each individual pupil. At Key Stage 2 pupils will be assessed over a range of activities including Swimming, Games, Net & Racket, Athletics, Dance and Gymnastics. Teachers will record pupils' progress and attainments on annual reports.

Evaluating

All teachers will be involved in continually monitoring and evaluating the quality of learning and teaching and adjust their programmes accordingly. This will ensure that curriculum planning, pupil learning, progress and attainment are being achieved. The PE Co-ordinator will be responsible for the overall monitoring and evaluating of all aspects of PE.

After School Activities

A wide range of after school activities are offered to our pupils, providing opportunities for them to extend and develop their knowledge, skills, understanding and enjoyment of physical activity. As well as clubs led by Mrs. Crawford we also utilise the services of various groups and coaches. All groups and coaches used must provide relevant details regarding qualifications and experience.

We develop our community links with other schools through sport. Part of the provision will involve playing competitive fixtures against other schools. For example, sports hall athletics festival, hockey regional tournaments and cross country fixtures. We welcome and value such contacts and appreciate the support of parents and guardians.

As an element of child protection we ask parents to complete permission slips for each after school activity their child is to participate in. Parents are also asked to indicate how their child will be collected from school after the activity has finished.

After school activities include: Dance, Hockey, Cricket, Judo, Ballet, Irish Dancing and Athletics.

Other activities may be offered from time to time depending on need and expertise.

Non-Participants

PE is a very important part of children's development and everyone participates in each lesson unless excused with a note or medical problem. If pupils are excused they must watch the lesson to keep up with the progress of the class and if appropriate take part in the lesson in a meaningful way i.e. timekeeping, measuring, assessing, writing a brief account or diagram of what is happening.

Physical Education across the Curriculum

The development of physical abilities can positively impact on many other aspects of a child's learning and development. Physical Education can contribute to and enhance other areas of learning, for example:

Personal Development 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.

The Arts by using the stimuli of music, art and design and drama to interpret, respond and move creatively and imaginatively.

Language and Literacy by being able to listen to, describe and evaluate movements, emotions and feelings of themselves and others and by using movement story books and texts as a stimuli for movement.

Mathematics & Numeracy by using number, distance, direction, time, shape and space to improve variety and quality of movements and handling data and using ICT resources to inform progress, for example, athletics, health and fitness.

World Around Us by discussing and investigating (in a range of ways, for example using ICT software) how the body works. 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.

ICT by using a range of ICT related equipment such as iPads, digital cameras and the internet to develop an understanding of movement, health-related fitness and personal development. Using a range of software to record, present and interpret data.

Cross-Curricular Themes

Practical Implications Key Stage One

PDMU

Partners

Rules – own games
Sharing – co-operation, fair play
Competition – small games
Street Games

Health Education

When do we sweat and why?
Why are we puffing?
Rest
Energy and Food
Safety – Self, Others

Cultural Heritage

Games – Street
- Action

Key Stage Two

PDMU

Why do we need rules?
Inter-school activities
Self respect and respect for others
Variety of team games – opponents,
Partners, team mates
Co-operation

Health Education

Group – Co-operation
Initiative
Leadership
What happens when we run?
Difference between agility, strength and suppleness
Safety of equipment, self and others
Basic first aid
Cycling
Swimming
Rules
Promote positive attitude towards health
Value of exercise and relaxation

Rest
Nutrition
Hygiene

Cultural Heritage: Experience activities of own Cultural Heritage
Experience activities from other countries
Folk, National Dance.
Street Games

Health and Safety Factors in Physical Education

The physical education and extra curricular programme both require the same 'duty of care' of teachers and provide many continuing opportunities to involve young people in safety matters. Awareness of safety is an integral part of the education process.....nowhere more so than in physical education.
(BAALPE, 2000)

NB: if any aspect of the safety policy is in doubt teachers should refer to the recent 'BAALPE – Safe Practice in PE and School Sport' document.

Clothing

- a) Children must wear suitable clothing for PE.

From P1 – P3 children will wear school Kukri shorts, school Kukri polo-shirt, white ankle socks and wear appropriate footwear. ('Bare feet are most appropriate for gymnastics and dance, providing the floor surface is suitable'. (BAALPE – 9.2.6 pg 104). Black plimsolls are suitable for P1-P3.

P4 – P7 pupils will be required to wear school PE kit including trainers, polo shirt, shorts, white ankle socks, school hoodie and tracksuit bottoms. For hockey school skort and hockey socks should be worn along with shin guards, hockey stick and gum shield. On PE days pupils will wear their PE kit for the full day. Each item of clothing should be clearly marked with the child's name.

- b) All jewellery should be removed for PE lessons and after school activities. Children wearing earrings will not be permitted to take part. Teachers will not remove earrings; neither do they take responsibility for the safe keeping of such valuables. If earrings are unable to be removed they must be covered with a plaster. Jewellery should be left at home on the day when PE is timetabled thus avoiding any likelihood of loss of such items. Long hair should be tied back. Glasses should be removed unless they are necessary for participation in the activity. No food should be eaten during PE unless for medical reasons.
- c) Teachers should wear appropriate clothing and footwear suitable to the task.

Condition of the Hall or Playing Surface

To ensure that children are working in a safe and suitable environment the following considerations are essential.

- a) Removal of unnecessary furniture from the working space i.e., projector, chairs and the piano pushed into the corner.
- b) A clean non-slip and splinter proof floor to enable floor (children are permitted to wear plimsolls)
- c) A safe out-door surface for playing games (no loose stones and gravel, no badly uneven surface, no holes in tarmac or grass surface). Children will not be permitted to play on these surfaces if they are frozen, covered in moss, glass or any other hazard.
- d) Floor markings for games are sufficiently far away from fences and walls to prevent accidents.

Suitable and Safe Organisation of Equipment will mean:

- a) Easily accessible gymnastics equipment stored in an organised manner in the store. Prior to a gymnastics lesson gymnastics equipment should be easily accessible and appropriate to the apparatus layout for that particular lesson.
- b) Games apparatus and equipment is stored safely in suitable colour coded containers in the PE store and is organised so that appointed children can easily and safely remove the selected containers.
- c) Although the PE co-ordinator is responsible for the store and equipment, each class teacher will be expected to return equipment to its proper place within the store.
- d) All teachers and children will be familiar with the whole school policy for lifting and carrying equipment.
- e) Damaged equipment should not be used. It must be reported to the PE co-ordinator.

Good Organisation of the Lesson will mean:

- a) Good class control is fundamental to ensure that the children can participate safely.
- b) The format of the lesson will be very clearly planned with appropriate progression i.e.,
 - supervised entry into the hall/playground
 - progression for safety
 - introduction/warm-up activity
 - development of lesson
 - conclusion/cool down
 - appropriate apparatus and teaching styles used
 - differentiation considered for all pupils especially those with special needs
 - appropriate teacher involvement

Medical Conditions

- a) Teachers should be aware of any medical conditions of children in their class.
- b) Teachers and children should be aware of the normal emergency aid/first aid procedures. If there is an injury the task will be stopped until the injury is assessed and appropriate action is taken.

Swimming

Pupils who are unable to swim must bring an excuse or medical note from home. Pupils not participating must sit at the edge of the pool on the seats provide. Pupils must wear a one-piece bathing costume, swim hat and goggles.

Guidelines for Swimming

Pupils will be split into groups according to ability and will be taught by Mrs Crawford and Mrs King with the assistance of Templemore attendants. Non or weak swimmers will be kept in the shallow water until confident. Pupils will travel to and from swimming on a bus supervised by an adult. The supervising adult will count pupils on and off the bus and will check for lost property.

Rules of Hygiene for Swimming

- a) Pupils with sores, rashes, etc. should not be allowed to enter the water. Feet should be regularly inspected for Athlete's Foot, Verruca etc and an appropriate swim sock should be worn when necessary.
- c) Pupils should visit the toilets before entering the pool.
- d) No spitting allowed.
- e) Pupils should be instructed to pay particular attention to the drying of hair and feet.

Rules of Safety for Pupils and Staff

- a) No-one should be permitted to enter the water until directed to do so by the teacher or instructor.
- b) Running on the pool side should not be permitted.
- c) No 'horse play' in any form should be permitted.
- d) All signals by hand or whistle must be instantly obeyed.
- e) All pupils must leave the water immediately after being told to do so.
- f) Discipline should be firm and all rules rigidly enforced.

Attainment

An attainment record should be kept in the school for each pupil involved in the swimming programme.

Swimming class numbers

Where a teacher is solely in charge no class should exceed 20. In any event no class shall exceed 36.

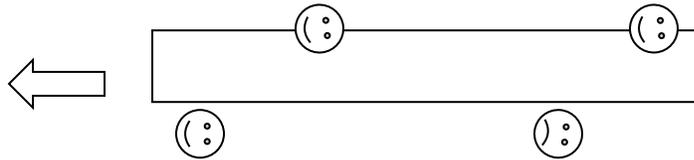
Handling and Storing Apparatus Safely

Mats

At least two carriers (heavy mats need four) opposite each other on the long side of the mat. Mats should never be dragged. Lift with back straight and bent knees. Mats are to be stored in a ventilated store, on the mat trolley.

Benches

Four carriers, one at either end and one at either side, facing each other. Lift with back straight and bent knees.



Movement is always forwards.

Planks, Beams and Ladders

Two carriers, one at either end. Lift with back straight and bent knees.

Trestles

Four carriers, two at either side, walking forwards. Lift with back straight and bent knees.

Wallbars/Climbing Frame

Brought out carefully, making sure no-one is in the path of any moving parts. The teacher in charge will check all parts are secure before the children use them.

Ropes Etc

Two pupils, one to guide out the ropes safely making sure they do not swing about dangerously, and one to move the ropes into position. The

teacher in charge must always check the brace wire is tightened and secured

Safe Handling

Lifting

Teach the correct method of lifting using a straight back and bent knees.

Crowding

Anticipate and supervise where this may occur.

Heavy Apparatus

The teacher may have to position this. Leave it until all other apparatus is set out. Classroom Assistant/Caretaker may have to assist with the lifting, carrying and placing of heavier pieces of apparatus especially in Key Stage 1 – eg: benches

Check

Encourage children to sit down on the floor beside the apparatus when they have positioned their apparatus. Never begin to use it before it has been checked.

Carrying

Watch for children carrying apparatus walking backwards. They cannot see where they are going. Collisions may result.

Safety

Encourage children to criticise the placement of their apparatus from the safety point of view e.g., is the landing area safe.

The PE policy will be reviewed on a regular basis and adapted or amended when necessary to assist the delivery of the curriculum in Strathearn Preparatory Department.