



PHYSICAL DEVELOPMENT AND MOVEMENT POLICY

Reviewed: April 2022

Ratified by Governors:

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Mission Statement

Loughries Integrated Primary School fosters a nurturing environment which encourages, supports, develops and challenges each child to reach their full potential. We endeavour to equip our pupils with the skills and qualities needed to work together for a shared future.

We aim to provide a curriculum which is geared to differing abilities which also provides everyone with the same opportunities at their individual level so that they have every available opportunity to develop their maximum potential.

School Profile

The school itself has been serving the community for over 179 years and we attained our integrated status in September 2016. As an Integrated Primary School, we are committed to an equal balance from both major religious and cultural backgrounds with children of other faiths or none being equally welcome.

Loughries Integrated Primary School has four active classrooms with three composite classes. In addition to the four classrooms, there is also a computer suite.

We also have two tarmacked areas. The lower playground has a hopscotch, snakes and ladders, a running track and coloured squares painted on it. The upper playground is marked into a small five-a-side pitch/Netball court and a target board is also available. Each class participates in the Daily Mile. There is also a grass area that is used for P.E. lessons throughout the year and a Sports Day during the summer term.

During break and lunch times a resource box is available for both playgrounds. This includes a range of balls, skipping ropes, large outside games e.g. snakes and ladders, dominoes, Jenga. There are also two large connect four games. The P7 children are timetabled as Buddies and help the children in P1-P4 to have a happy play. The grass area is used when it is dry throughout the year.

In addition to these facilities, the school also has frequent access to the Ards Blair Mayne Wellbeing and Leisure Complex for swimming and a

large hall in the Ards Evangelical Church which is a five-minute walk from the school (*see part 9 in 'Safety' section of policy*).

Rationale

Physical Development and Movement (Physical Education) develops children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. These include dance, games, gymnastics, swimming, athletics and outdoor activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. We hope to enable them to make informed choices about physical activity throughout their lives.

Aims

Loughries Integrated Primary School recognises the entitlement of all children to full access to the Northern Ireland Curriculum. Physical Education makes an important contribution in the overall pursuit of this ideal through the extension of their movement vocabulary and the development of their curiosity and self-esteem. The broad aims of Physical Development and Movement are:

- To provide enjoyable movement experiences;
- To provide opportunities for self-expression and communication through social interaction with other pupils and with teachers;
- To develop skills within a wide variety of sports, games and activities;
- To develop skills of obedience, responsibility and co-operation;
- To develop thinking and decision-making skills;
- To promote self-confidence;
- To encourage self-discipline and respect for rules;
- To promote positive attitudes to health and hygiene.

In addition, Loughries is committed to celebrate and provide inclusive activities that highlight cultural identities. The intention is to promote these potential activities as and when occasion may arise by pupil or parental suggestion or influence. Through the support and direction of outside sport agencies, as well as trained staff, we will aim to:

- provide pupils with the opportunity to experience activities of their own and other cultures within their own country/communities cultural heritage;

- promote activities from other countries which explore the diversity of other cultures;
- provide pupils with a variation in folk/national dance.

Teaching and Learning Strategies

Teachers will use a variety of learning experiences and teaching styles to deliver the P.E. curriculum. A mixture of whole class teaching and individual / group work activities will be used. Tasks will be differentiated by challenge, equipment, support or response in order to develop children according to their ability. Teachers should draw attention to good examples of performance as models for other children and they will be encouraged to evaluate their own work as well as the work of others. Children will be given opportunities to collaborate and compete with each other.

GAMES AND SPORTS

In the early school years, children should be introduced to a structured repertoire of skills – stopping, jumping, twisting, catching, kicking and hitting. Fundamental Movement Skills are developed. These skills are essential for the child's participation in more complex games. The competitive element at this later stage should not be over-emphasised. If the child is allowed individual practice at specific skills and develops them at their own level, a progression of challenges should follow until small team games with varied skills can be played.

ATHLETICS

Although athletics lessons are a small part of the Physical Education Curriculum, the techniques of running, throwing, jumping and landing are developed in educational gymnastics and games lessons.

Opportunities will be provided to include the following activities:

- Running.
- Relays.
- Jumping and Landing.
- Throwing.
- Novelty events on Sports Day/Fund Raising Activity Days.

SWIMMING

Swimming makes an important contribution to physical development for body skills and for self-confidence. It also opens up opportunities for taking part in a wide range of later activities. Our aim is to teach the

children from Primary 5 - 7 to swim and enjoy water activities in safety and to provide opportunities for individual progress and enjoyment.

Opportunities should include –

- Building water confidence;
- Learning a swimming stroke;
- Jumping practices leading up to diving;
- Acquiring simple safety skills e.g. treading water;
- Opportunities to be awarded various certificates.

DANCE

Dance is an enjoyable experience which in the Foundation Stage and Key Stage One promotes the development of physical skills, extends language activities and helps link movement with feeling. Children should be given the opportunity to respond to different stimuli e.g. voice, percussion, music and to remember and perform short sequences of movement.

This forms the basis for a more extensive dance programme in Key Stage Two, where through creative dance they can develop their aesthetic awareness and appreciation. The children will be taught the traditional dances from their own and other countries which will link with other areas of the curriculum.

GYMNASTICS

Gymnastics requires the child to think about what their body is doing, where and how they are moving and to consider how they can improve. Through a thematic approach, the child can build up a movement vocabulary. The themes are divided into stages with tasks suitable for the children's level of development. All lessons will include the use of various types of apparatus. Safety in the use of this will be emphasised from the beginning of the Foundation Stage.

Pupils will be encouraged to strive for quality of movement and at the end of Key Stage Two, will be proficient in the movements of the themes covered. A variety of teaching strategies will be employed to guide the pupils towards this.

OUTDOOR ACTIVITIES

Outdoor educational activities play an important role, through participation in widening the child's experiences, stimulating new

interests, setting new challenges in new environments and encouraging the development of self-reliance, confidence, responsibility and regard for others.

Many of these activities can be experienced whilst on a residential trip away from school. Activities could include rambling, orienteering, archery, wall climbing, canoeing, abseiling, hill walking etc.

Planning, Monitoring and Assessment (including time allocation)

Planning will be based on the NI Curriculum, through guidelines set out in the Physical Development and Movement Scheme. The scheme provides a progressive skills breakdown for each core area. Units of work in games, gymnastics, athletics, dance and swimming will be planned for each half term / term. The school has purchased a commercial scheme to help ensure that individual lessons are thoroughly planned, being aware of learning intentions, warm-up, skill development, cool down, resources needed and differentiation. Physical Education is a practical subject and at all times the emphasis must be on a challenging and enjoyable experience for all pupils.

Each class should take part in at least 2 hours of Physical Development and Movement activity per week. A P.E. timetable has been created so that the Ards Evangelical Church Hall is available throughout the year for P.E. During the school year activities can take place outside, weather depending, using the upper tarmacked or grass area. In addition to this, the pupils have access to the Ards Blair Mayne Wellbeing and Leisure Complex throughout the course of the academic year for swimming.

Teachers in the Physical Education class should observe each child and note their physical, creative and participation skills and use these in their whole assessment of the child.

Inclusion

Where pupils have specific disabilities and/or health issues, the school will, where possible, ensure that they can take an active part in all physical activity opportunities offered within school. This can be achieved through modifying activities and equipment or suitable alternative tasks.

Any special ability shown by a particular pupil will be noted and guidance will be given as to how to develop this talent to a higher degree through liaison with outside agencies (e.g. Sports Council) and after school sporting activities.

Loughries aims to provide all sport activities and experiences equally and to dispel stereotypical views on “gender specific sports”. We hope to promote and foster participation in co-ed sports, in order that boys and girls may learn to accept and understand one another better.

Roles and Responsibilities

Role of the class teacher

Teacher attitude is crucial to building confidence, understanding and enjoyment. Teachers should aim to make activities lively and enjoyable. This can be achieved if children feel personally involved and understand what they are doing. With this in mind teachers should;

- adopt a range of teaching approaches to accommodate the variety of learning styles within each class;
- establish clear learning intentions, through the use of WALT, which are made explicit to the children;
- devote time in each lesson to discuss successes and difficulties against set learning intentions;
- spot difficulties to inform future planning;
- demonstrate key skills and use pupils to model good performance;
- encourage children to challenge themselves in their work;
- encourage self-evaluation and peer assessment;
- plan learning experiences following the Physical Development and Movement, where possible, linking into cross curricular themes and other subjects.

Role of the co-ordinator

The Physical Development and Movement co-ordinator will:

- monitor and evaluate the implementation of the scheme and medium-term planning to ensure continuity and progression;
- develop and disseminate knowledge and expertise in this area of learning;

- advise and guide colleagues with regard to appropriate classroom practice;
- formulate Policy/Scheme in consultation with colleagues;
- requisition and manage resources for the area;
- develop a programme of Extra Curricular Activities.
- work with staff to devise an action plan for the development of P.E.

Cross-curricular Skills

Physical Development and Movement provides many opportunities for pupils to develop greater knowledge and understanding across all areas of learning. It should play an integral part in developing the Cross-curricular Skills of Communication, Using Mathematics and opportunities should be found to involve Using Information and Communications Technology.

There will be extensive opportunities for children to develop all key Thinking Skills and Personal Capabilities through learning experiences in Physical Development and Movement e.g.

1. Language

- discuss shapes in gymnastics
- discuss rules in games
- following instructions

2. Numeracy

- measuring time/distance
- comparing time/distance
- areas of playing grids/fields
- counting using different units of measurement
- sequencing

3. The World Around Us

- effects of exercise
- map skills (orienteering)
- use of compass
- study of national and international events
e.g. World Cup/Olympic Games
- historical events and games e.g. Greeks

4. The Arts

- design posters for sports events
- design of sports clothes
- interpret music for dance

5. ICT

- online fitness programmes and apps

Extra-Curricular Activities

The school provides a range of P.E. related after school activities, depending on staff arrangements and resources, including football, netball, rounders and badminton. These encourage children to further develop specific skills in a focused activity session.

The school aims to develop teams who will play competitive games against other schools. This will help to develop and encourage a sense of team spirit, school identity, fair play, mutual respect and cooperation.

Safety

“Physical education includes many activities which offer a challenge to the child’s initiative, determination and courage ... Safety precautions cannot remove all risks but should eliminate unnecessary dangers!”
(DENI 1985 Safety in PE in the Primary School)

Safety is of paramount importance within Physical Development and Movement. We strongly encourage the children to consider their own safety and the safety of others at all times. Teachers will be aware of safety issues relating to specific activities and advise the children accordingly or make suitable adjustments. Equipment will be checked regularly to ensure it is safe and in good condition.

Staff should consider the following points:

1. Lessons should be carefully planned and have a clear structure.
2. Good class control is fundamental to safety. Before, during and after the P.E. lesson, children will be taught that they must only move upon a given instruction from the teacher.

3. There should be systematic progress to more difficult activities.
4. Given appropriate guidance, the child can be helped to a sense of responsibility for their own safety and that of their fellow pupils.
5. The teacher should eliminate unnecessary dangers to the safety, well-being and health of the children. A common sense approach when checking facilities, apparatus, clothing and footwear will eliminate most dangers.
6. Children should be taught to set out and use apparatus with care.
7. All staff should be aware of their roles and responsibilities when using facilities outside their own school.
8. An annual Risk Assessment is completed for attending the Ards Blair Mayne Wellbeing and Leisure Complex. At least 2/3 members of staff will accompany children to the Ards Blair Mayne Wellbeing and Leisure Complex; (this will depend on the number of children). Permission form to use this facility must be filled in by a parent/ guardian and given in to the school office.
9. If an accident occurs, the teacher will stop all activity. Children should not move from a sitting position on the floor while the injured child is dealt with. It is the responsibility of the teacher that in the event of an accident the Principal is always informed, and the appropriate documentation completed. If an accident occurs off site, then the staff should follow the Leisure Centre procedures and complete appropriate paperwork on their return to school. The Principal must always be informed of an accident.
10. An annual Risk Assessment is completed each year for the children to walk to the Ards Evangelical Church. At least 2/3 members of staff will accompany children to the Ards Evangelical Church; (this will depend on the number of children). An annual permission form to walk to the Ards Evangelical Church to use this facility must be filled in by a parent/ guardian and given in to the school office.
11. It is the responsibility of the class teacher to ensure that the class First Aid Bag is always with the class during P.E. activities off site.

