



# PE Policy

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<b>Name of person responsible for this policy</b>	<b>Mrs Jayne Orr</b>
<b>Issued to</b>	<b>Staff, governors, parents, pupils</b>
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## 1. Curriculum aims

Our curriculum aims/intends to:

- provide a broad and balanced curriculum for all children
- strive to give every child the opportunity to experience success in learning
- allow every child to achieve as high a standard as possible
- encourage our pupils to develop lively, enquiring minds, to think creatively and to use their own initiative to work with increasing independence.
- Promote the learning and development of our youngest children and ensure they are ready for Foundation Stage

## 2. Legislation and guidance

This policy reflects the requirements of the [Northern Ireland National Curriculum](#), which all controlled schools in Northern Ireland must teach.

## 3. Roles and responsibilities

### 3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 3.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Vice Principal, with responsibility for whole school curriculum, will work alongside the Principal and subject leaders to ensure the implementation of this policy.

## 4. Organisation and planning

Physical Education is an Area of Learning in the curriculum. It focuses on children's physical development, health and wellbeing.

Teachers enable children to develop knowledge, understanding and skills in:

- Athletics (the basis of running, jumping and throwing)
- Dance (many activities can be linked to music and drama)
- Games (sending, receiving and travelling)
- Gymnastics (simple control and movement)
- Swimming (required only at Key Stage 2).

It is the belief of the staff that PE has a significant contribution to make to the physical, personal and social development of each pupil. The staff feels that participation in PE lessons can:

- Help the children to develop a positive self-image and enhance their self-confidence.
- Help develop qualities of perseverance, fairness and self-discipline.
- Give pupils a sense of achievement.
- Promote a positive attitude to exercise and personal wellbeing.
- Provide children with the opportunities to develop leadership skills.
- Equip children with the ability to co-operate with others.
- Provide a means of enjoyment.
- Contribute to the development of skills required in other curricular areas.
- Allow children with Special Educational need to participate and develop.
- Make the children aware of the importance of general exercise with relation to a healthy lifestyle.

In order to achieve these aims we as a school use the Val Sabin PE Scheme which allows the pupils to experience personal challenge through a range of learning experiences. It is a progressive plan, which allows children to practise, review and refine their performance when required.

The programme is broad and balanced and will be delivered through a variety of teaching and learning approaches to help children become competent across a range of physical activities. Children are encouraged to think about the effect exercise has on not only their bodies but their minds.

Each half term, pupils are taught a sequence of 6 lessons in two of the above areas of the PE curriculum. There are a number of cross curricular links e.g., Numeracy, Literacy, WAU, PDMU, TSPC and on occasions ICT. Teachers are asked to evaluate their lessons at the end of a sequence and provide photographic evidence of learning for each child's Portfolio.

All children take part in the Daily Mile initiative which we have adapted to suit our school. We have introduced the Destinations challenge. Each class will work together to complete 100 days of the daily mile. All classes are timetabled a session on the Outdoor Adventure Playground and are encouraged to take part in a number of challenges as well as free time.

Children in Key Stage 2 participate in 1 term of swimming at the Amphitheatre, Carrickfergus.

### Facilities and equipment

The school facilities include a hall fitted with two set of wall bars. A store and 3 trolleys contain small equipment including balls of various sizes, hoops, ropes, quoits, bats, training bibs, cones, hockey sticks, cricket bats, tennis and badminton racquets, soft javelins, discus, hammers and shot putt, hurdles, small football nets, unihoc sets, tennis nets, scooter boards, balance stones and walkways. We have 2 table tennis tables, large tumble mats, netball posts and gym time equipment.

Outdoor facilities include a grass field and 2 playgrounds.

### Extra-Curricular Activities

The staff recognise the value and importance of after school activities. This time and effort given is an extremely valuable contribution to the social and physical development of pupils and gives much fun and enjoyment. Part of the sporting provision will involve the playing of competitive fixtures against other schools.

Badminton, netball, football, hockey, Irish dancing, pickle ball, cricket and cycling.

### Community Links

The school has links with the local sports clubs. We use the Leisure Centre for some of our activities.

### School Sports Day

1 day in term 3 is devoted to Sports Day. Nursery and Key Stage 1 takes place in the morning and comprises of fun sports followed by individual and relay races. Key stage 2 takes place in the afternoon. Emphasis is placed on the participation of all pupils.

### Safety

All teachers are aware of the importance of safety with regards to activities and the use of equipment. Children should change for P.E. sessions and no jewellery is to be worn. A list of first aiders is kept in the office. Mrs Dick (room 19) is trained in CPR.

### Special needs

Children with disabilities or SEN will participate in the P.E programme as fully as their disability will allow, taking account of parental and medical advice.

The progress of all pupils will be monitored and commented on in the child's annual report.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link governor visits
- Lead Teacher reports to Governing Body
- Curriculum Lead report to Governing Body
- Governor Post Boxes (examples of work presented at full board meetings)
- Principal's Report to Governing Body

Lead teachers monitor the way their subject is taught throughout the school by:

Recording Pupil Voice conversations and teacher conversations at training sessions and throughout the year. Monitoring planning, evaluations of lessons, questionnaires and examples of learning recorded. .

Lead teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the lead teacher. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Special Educational Needs Policy
- Curriculum Policy
- Homework Policy
- Marking and Feedback Policy
- Monitoring and Evaluating Policy
- Equality and Inclusion Policy