



Enniskillen Integrated Primary School

P. E. POLICY

School Profile

Enniskillen Integrated Primary School opened in September 1989. 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.

The aims of the school can broadly be broken down into four main categories: integration; child-centred education; parental involvement and high academic standards.

EIPS has one class per year group and a self-contained Nursery Unit. In addition to eight classrooms, there is also a Special Needs room and Library. The School Hall also acts as the dining room with consequent constraints on time-tabling.

We also have two tarmacked areas. The lower playground has hop-scotch, snakes and ladders, mazes and coloured squares painted on it. The upper playground is marked into two pitches.

Enniskillen Integrated Primary School, through the PE programme we offer, aspires to promote the cognitive development, as well as the aesthetic, moral and social education of each child. In addition, we would hope to promote education for leisure and promote fitness for general living. In addressing the aims within a broad and balanced PE curriculum, we are educating the whole child.

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

The value of parental involvement is recognised and the school engages in a variety of strategies to encourage the development of home/school links. The school has high aspirations for its pupils. This is reflected in the expectations held by staff for pupils, in terms of their attitude, approach and application to learning, school discipline, respect for others, appearance and attendance.

Ultimately, the school endeavours to promote a caring, happy and disciplined environment which will be conducive to learning and seeks to develop in pupils the capacity to become contributing members of the community.

Aims of Physical Education in E.I.P.S.

Enniskillen 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.

This contribution is characterised by six specific aims for P.E.

1. The aspiration to develop each child to their full potential in relation to skills, understanding and behaviour through the physical activities laid down in the revised programmes of study.
2. To develop a positive approach to leisure activities which may be carried on outside school and into adult life.
3. To promote positive attitudes towards health and hygiene.
4. To promote our children's self-confidence, self control and leadership skills.
5. To provide opportunities for social interaction between staff and children.
6. To provide a balanced and progressive programme through regular participation in PE which provides each child with opportunities for success and fun.

By offering a wide opportunity for involvement in

- games,
- educational gymnastics,
- dance,
- athletics,
- swimming,
- and outdoor education

the school endeavours to fulfil these aims for every child in school.

Physical Education in the Northern Ireland Curriculum

One of the aims of the Northern Ireland Curriculum is to ensure that every pupil in primary schools receives a curriculum which is balanced and broadly based. There are six Areas of Study within the Northern Ireland Curriculum. Physical Education is one of the compulsory subjects within the Creative and Expressive Studies Area of Study. Physical Education also has a role to play in the delivery of the six educational (cross-curricular) themes.

The legislation for physical education in the Northern Ireland Curriculum is intended to ensure that all schools provide a balanced physical education programme which will enable all pupils, including those with special educational needs, to participate in a carefully structured range of activities. Through such a programme, pupils should 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; and
- experience and appreciate the contribution of physical education to the promotion of a healthy lifestyle.

Physical education, concerned as it is with the body in action in a variety of contexts, can also contribute to different subjects of the curriculum, such as language studies, science, mathematics, art and design, music and drama.

Framework for Key Stage 1 and Key Stage 2

Key Stage 1

Physical Education in Key Stage 1 is characterised by the introduction and development of the following fundamental skills:

- Postural - bending, twisting, swinging, stretching, balancing, hanging, pushing, curling, pulling, lifting and turning.
- Locomotor - running, hopping, jumping, skipping, galloping, stopping, starting, dodging, crawling, rolling, sliding and falling.
- Manipulative - catching, throwing, releasing, bowling, dribbling, striking and stopping.

At the beginning of Key Stage 1, many of these skills will be discovered through exploratory play where, individually, with a partner or in a small group, children will respond to suggestions made by the teacher or to stimuli and/or challenges provided by music, space or apparatus.

Towards the end of Key Stage 1, where play becomes more structured, it will lead to the development of actual skills. Through these skills, pupils should experience a sense of fun, enjoyment and achievement.

Children will learn to listen and respond to guidance from the teacher and should be given opportunities to talk about their experiences in the PE lesson.

The programme of study for Key Stage 1 includes:

- games
- educational gymnastics
- dance
- swimming (Years 3 and 4)

Athletics is mainly taught through these areas rather than as a discrete area. However from Primary Four, athletics is taught as a specific area and the children begin to record their results.

Key Stage 2

Physical Education in Key Stage 2 is regarded as the optimum period for the development and refinement of skill.

The exploratory approach will be continued but will be interspersed with guidance in order to achieve good quality skills and performance.

Pupils should experience progressively more demanding skills and be given the opportunity to apply these skills to more complex personal challenges but should continue to achieve success in order to reinforce a positive attitude to physical activity.

Children should be encouraged to discuss physical activities and to develop an understanding of them and their relationship to health and exercise in every day life.

The programme of study for Key Stage 2 includes:

- games
- educational gymnastics
- dance
- swimming
- athletics
- outdoor education

In addition, Primary 6 receives Hurling coaching and Primary 7 receives Gaelic Football coaching.

We have also developed our PE curriculum through YOUTH SPORT WEST.

Rationale for Games

"The function of the games lesson is to widen the children's experience of the nature and possibilities of the equipment and not the development of specific skills."

Cameron & Cameron

Play is important in the growth of children and in their early school years they should be allowed to explore its possibilities. 'Games' is an extension of play, ranging from the informal play situations of P1 pupils through to adult games. During Key Stage 1 the children should be given opportunities to develop a basic repertoire of skills including running, stopping, jumping, twisting, throwing, catching, kicking and hitting.

At Key Stage 2, as children become progressively more competent in these skills and become able and willing to co-operate and compete with their peers, they will be involved in using the skills in mini-game situations.

They will also have been given some opportunities to develop general games skills using hoops, tenisoits, ropes etc and to play traditional 'street' games e.g. skipping and ball game rhymes.

Aims for Games

1. To provide opportunities for pupils to develop their manipulative skills through enjoyable individual, small group and team activities, using a range of apparatus/equipment in a variety of environments.
2. To present children with appropriate problem-solving tasks.
3. To provide pupils with the opportunities to appraise, modify and improve the performance of themselves and others.
4. To give children the opportunity to acquire skills and gain a sense of achievement and satisfaction.
5. To develop in children a competence in and an understanding of games.
6. To provide opportunities to develop co-operation and teamwork.

Rationale for Educational Gymnastics

Educational Gymnastics is concerned with the introduction, development and refinement of body management skills where children will experience a wide range of structured activities in order to discover:-

- what their bodies can do
- where these actions can be done
- how these actions may be done
- with whom and with what these actions may be done

Educational Gymnastics is therefore concerned with the control and management of the body in a variety of situations. It aims to help children acquire, develop and improve their body management skills and, in doing so, to promote and increase body awareness.

Due to its creative and exploratory nature, educational gymnastics ensures every child the satisfaction of success since there is no one 'correct' or set answer to a task, thus catering for the range of ability in a class. Whatever the ability of the child, it is the task of the teacher to help them improve the quality of their answer to a task.

Aims for Educational Gymnastics

1. To promote skilful body management through the development of a planned, progressive and extensive movement repertoire.
2. To challenge children through graded apparatus situations, progressing from the floor to small to large apparatus.
3. To develop and extend the basic movement skills of running, jumping, rolling, balancing, climbing, sequencing, etc.
4. To provide maximum participation and enjoyment where children will work individually and in small groups.
5. To allow each child to achieve success in response to the challenge set by the teacher in order to develop confidence and self-esteem.

Rationale for Dance

There are two types of dance which are considered appropriate for primary school children in curriculum time:

Creative Dance

Creative dance is concerned with the communication of ideas through a non-verbal language. It aims to develop the child's ability to communicate ideas, feelings and moods and to express these through movement.

National Dance

This form of dance is usually considered appropriate for P4-P7 children, if it provides opportunities for them to create their own dances within universal dance structures and to learn simple, or simplified, folk dances at appropriate points.

Aims for Dance

1. To train the children in another creative art form.
2. To awaken and preserve the children's impulses and spontaneity.
3. To develop poise and confidence.
4. To train the control of the body and an understanding of its power and limitations.
5. To train intelligent listening to accompaniment.
6. To train co-operation with others in creative work.
(“Movement Education for Infants” London County Council)
7. To help children understand how weight, space, time and flow can be used to create movements which express and communicate ideas and feelings.
8. To provide children with some knowledge of dance in different cultures.

Rationale for Outdoor Education

Outdoor activities are those elements of the PE programme which take the child out of school into the open spaces within the school's grounds and later further afield. Such activities will widen the child's experiences, stimulate new interests, set new challenges in new environments and encourage the development of self-reliance, confidence, responsibility, regard for others and an appreciation of nature.

Outdoor activities will range from class to class and exploratory and discovery skills will be related to class projects e.g. Road Safety, finding their way about school, use of the compass, basic mapwork skills etc.

Our Primary 7 pupils take part in a four day residential course at Corrameela where they have the opportunity to take part in co-operative games, adventure learning, team building projects, beach activities and 'It's a Knockout'.

Aims for Outdoor Activities

1. To encourage children to develop spiritually, morally, culturally, intellectually and physically.
2. To acquire greater self-esteem, increase confidence and motivation.
3. To enrich school life through pupil-teacher and inter-pupil relationships.
4. To encourage pupils to become more independent of their home and interdependent on each other (applies to residential course).

Rationale for Swimming

Swimming is a required element of the PE curriculum. It is compulsory in Key Stage 2 but we are able to offer it from Primary 3 upwards. The aim of the swimming programme is to teach as many children as possible the basic skills to be safe in water. And living in a county where water-based

activities are so prevalent, we feel the younger the children learn to be safe around water the better. Because of the obvious danger of drowning, the teaching and learning of swimming requires the utmost care on the part of all concerned. The Lakeland Forum provides us with such a programme. The children also participate in an inter-schools swimming gala.

Aims for Swimming

1. To help children become safe in water by developing basic swimming and personal survival skills through enjoyable activities which help to build their confidence.
2. To learn safe practice when entering and leaving the water.
3. To learn a range of water confidence practices and play simple games with and without buoyancy aids.
4. To learn to swim on the front and back, leading to recognised strokes.
5. To learn water safety skills, including floating and treading water.

Rationale for Athletics

Athletics in the primary school is concerned primarily with generating enthusiasm for participation in athletic events as well as providing enjoyment and success.

Specific athletic events do not feature largely in the PE curriculum, but rather the techniques of running, jumping, landing and throwing are practised - many of which arise in the games and educational gymnastics lessons.

In Term 3 we hold our annual Sports Day where all children participate. The Primary 4 to Primary 7 pupils also participate in the Magic Mac Awards. These awards require the children to record their score and then try and better it. Year 6 and 7 participate in the Fermanagh Primary Athletics Tournament (Term 1).

Aims for Athletics

1. Children will be given opportunities to experience, practise and develop basic actions in running, jumping and throwing.
2. Children will be given opportunities to become involved in personally challenging situations to measure, compare and improve performance.

Teaching Methods

Every pupil has the right to an enjoyable experience of PE which should be challenging and purposeful. The overall aim must be to extend pupils' movement vocabulary and to develop curiosity and self-esteem.

Pupils should be involved in performing, planning, appraising and evaluating performance in a variety of contexts. These experiences should occur:

- on an individual level as part of the whole class.
- in co-operation and/or competition with/against another i.e. partner-work.
- collectively within a small group situation.
(Groups may include mixed ability and sex)

The choice of subject matter and the manner in which the subject is presented to pupils determines the nature of the learning outcomes and ultimately the experiences of the pupils involved.

Teachers should provide opportunities for pupils, in a phased and gradual manner to share the responsibility for assisting themselves and others to learn.

Potential Learning Outcomes

Pupils who have experiences a broad, balanced and progressive programme delivered through a variety of teaching and learning approaches suited to the individual will have been provided with the opportunities to develop:

- movement competency across a range of physical activities;
- personal confidence in their own movement learning capabilities;
- adaptability in applying knowledge to different movement contexts;

- knowledge of preparation and the effects of exercise;
- health practices and safety procedures relative to particular activities;
- enthusiasm for further participation in and an awareness of the role of exercise in the development of a healthy lifestyle;
- an ability to communicate ideas and feelings through movement in co-operation with others.

Evaluation Procedures

According to the Education Reform (NI) Order 1989, there should be no compulsory assessment in the Creative & Expressive Areas and hence Physical Education.

However, assessment is a continuous process and an integral part of teaching, planning and learning. It should always be a positive process, highlighting what pupils know, understand and can do.

The Physical Education Proposals for the NI Curriculum summarised the reasons why measuring achievement is of value:

- it gives pupils knowledge of their own learning;
- it is one way of recognising achievement and of providing motivation for pupils;
- it may be used to diagnose the pupils' capabilities and achievements;
- it provides information for parents, employers and others;
- it is one way of evaluating curriculum content and teaching programmes;
- it facilitates the transfer of information about pupils within and between schools.

The monitoring of pupil progress takes place continuously both within lessons and when planning a series of lessons. Some teachers choose to make a short subjective comment on a child's End of Year Report on their achievements in curriculum PE or the contribution they make to a particular school team. Certificates and awards are photocopied and kept in the children's files as evidence of their achievements in Physical Education for their Records of Achievement.

Cross Curricular Aspects of PE

Physical Education offers valuable contributions to other curricular areas e.g.

1. **Language**
 - discuss shapes in gymnastics
 - discuss rules in games
 - following instructions

2. **Maths/Science**
 - measuring time/distance
 - comparing time/distance
 - areas of playing grids/fields
 - counting using different units of measurement
 - sequencing
 - effects of exercise

3. **Geography**
 - map skills (orienteeing)
 - use of compass
 - study of national and international events
e.g. World Cup/Olympic Games

4. **History**
 - historical events and games e.g. Greeks

5. **Art**
 - design posters for sports events
 - design of sports clothes

6. **Music**
 - interpret music for dance

Cross-Curricular Themes

Practical Implications

KS1

EMU

- partners
- rules - own goals
- 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 for self and others

Cultural Heritage

- games: street and action
- dances

KS2

EMU

- 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 work, co-operation, initiative, leadership
- what happens when we run?
- difference between agility, strength & suppleness
- safety of equipment, self & others
- basic first aid
- cycling
- swimming;
- rules

- promote positive attitudes towards health - values of exercise, relaxation, rest, nutrition and hygiene

Cultural Heritage

- experience activities of own CH
- experience activities from other countries
- folk/national dance

Information Technology

- monitor and improve personal performance
- use of stopwatches, tape-measures, collecting and storing data
- present & interpret data
- develop confidence & understanding of appropriate uses of IT

Extra-Curricular Activities

To ensure each child receives as many worthwhile experiences as possible, it is the policy of the school to provide a range of extra-curricular activities which will usually be provided after normal school hours. It therefore depends on a voluntary commitment from both pupils and teachers. This time and effort, given on a voluntary basis, is an extremely valuable contribution to the social and physical development of pupils and gives much fun and enjoyment. Consequently, extra-curricular activities provide unique opportunities for promoting interpersonal relationships between teachers and pupils and the formation of friendships among pupils.

Activities currently provided include:

- Football (P5-P7)
- Hockey (P5-P7)
- Netball (P5-P7)
- Cycling Proficiency (P6-7)
- Basketball
- Trampolining

Through Youth Sport West Initiative, the following are provided:

- Basketball
- Football
- Athletics
- Hockey
- Cricket
- Rugby

Other activities may be offered from time to time depending on the expertise and opportunities available e.g. Kwik Cricket

Time-tabling

P1	4 x 20-30 minute lessons
P2	2 x 40 minute lessons
P3	2 x 30 minute lessons + 6 week block of swimming
P4	2 x 30 minute lessons + 6 week block of swimming
P5	2 x 40 minute lessons + 6 week block of swimming
P6	2 x 40 minute lessons + 6 week block of swimming
P7	2 x 45 minute lessons + 6 week block of swimming

During the block of time a class is swimming, they only have one other PE lesson.

Responsibility for the delivery of the PE curriculum rests with the individual class teacher.

Where possible, the PE co-ordinator will support the delivery of the curriculum in a variety of ways:

- sample units of work
- guidance on lesson planning and delivery
- team teaching (time-table permitting)

PE Equipment

1. Two tarmac areas
 2. Multi-purpose hall with fixed apparatus, including fixed climbing frame and ropes
- vaulting box
 - benches
 - gymnastic mats
 - hoops - plastic, variety of sizes
 - bats - wooden & plastic
 - balls - variety of small, medium & large
 - airflow, foam, rubber, tennis, rugby, football & netball.
 - sensi-ball and koosh ball (for special needs)
 - beanbags
 - quoits
 - skipping ropes - hessian and plastic
 - cones
 - skittles - wirework
 - small plastic marking cones in four colours
 - bibs
 - canes
 - inflators
 - stopwatches

Specialist Equipment

- foam javelin
- shot
- discus
- football posts
- hockey sticks
- hockey balls
- kwik cricket sets
- hockey goal keeping equipment
- relay batons
- football strip

Safety in Physical Education

"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)

1. Lessons should be carefully planned and have a clear structure.
2. Good class control is fundamental to safety. Before, during and after the PE 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 his own safety and that of his fellow pupils.
5. The teacher should eliminate unnecessary dangers to the safety, well-being and health of her 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. The gymnasium/hall should be adequately heated and well lit.
8. All staff should be aware of their roles and responsibilities when using facilities outside their own school.
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.

Handling and Storing Apparatus Safely

1. Mats

Large mats need four carriers (younger classes will require six). The carriers should stand opposite each other on the long side of the mat. Mats should never be dragged. Lift with a straight back and bent knees.

2. Benches

Four carriers, two at each end, facing each other. Lift with a straight back and bent knees. The children then turn their feet to face the direction of movement.

ALL STAFF ARE ADVISED TO FAMILIARISE THEMSELVES WITH THE CONTENTS OF 'B.A.A.L.P.E. SAFE PRACTICE IN P.E.' 1999.

Pupils with Special Needs

EIPS is committed to providing a school experience targeted at the needs of the individual child. This commitment is expressed in our school aims which aspire to develop all pupils to their fullest potential and to recognise each child's achievements.

We aim to:

- promote positive attitudes towards the inclusion of children with disabilities into PE and extra-curricular activities
- recognise individual differences and to include these in curriculum/lesson planning.

PE Kit

Changing for PE is an important part of our Health Education Programme. Starting from P1, all pupils are expected to change before and after PE lessons.

Our agreed PE kit is outlined below:

- white T-shirt
- plain shorts (preferably navy)
- white socks
- training shoes/plimsolls

Before any PE lessons, rings, watches, bracelets, necklaces and earrings must be removed if worn. In cases where earrings cannot be removed, plasters should be placed over earrings.

Long hair should be tied back with a soft tying.

Non participation

Non-participation will only be acceptable when a note from a parent or guardian explains why the pupil cannot take part in the PE lesson or if the teacher decides a pupil is not fit to take an active part.

In the case of the PE kit being forgotten, the child will not take part for safety reasons. In accordance with BAALPE *Safe Practice in PE* those pupils excused from physical participation should be as involved as reasonably possible in the lesson i.e. as observers, recorders, critics etc so that they can learn and understand. This way they will be better prepared when they rejoin lessons. Where this arrangement is not practicable, we have devised a file containing Health Education related activities.