

**TOWERVIEW
PRIMARY SCHOOL**

**PHYSICAL EDUCATION
POLICY**

September 2025

Rationale and Introduction.

Towerview Primary School believes that Physical Education (PE) is essential in the development of the whole child. High quality PE and Sport produces young people with skills, understandings, desire and commitment to continue to improve and achieve in a range of PE, sport and health enhancing physical activities in line with their abilities.

We aim to develop children's knowledge, understanding and skills, enabling them to participate and perform competently and confidently in a range of physical activities. All children should experience a sense of fun, enjoyment and achievement through a variety of progressively challenging and innovative activities.

Providing regular and frequent opportunities to a broad and balanced Physical Education Programme will ensure the promotion of children's health, safety and well being and enable all children to improve and achieve in line with their age and potential.

They will have opportunities to explore, plan, practise, improve, perform, evaluate and appreciate the performances of themselves and others in the Physical Education setting.

The school extra curricular sports programme and links in the local and wider community provides children with the opportunities to extend and develop the skills and interests acquired during the PE programme.

The policy and provision for high quality physical education and school sport will be evaluated on a regular basis. It may be adapted or amended as and when necessary to assist with the full implementation of PE into the school curriculum, or the School Development Plan, and in line with any changes to the NI Curriculum.

PHYSICAL DEVELOPMENT AND MOVEMENT IN THE NI CURRICULUM : THE FOUNDATION STAGE:

Children enter primary school having had a range of movement experiences in the home, pre-school settings and the local community. They will have begun to develop their control, co-ordination, manipulation and will have some awareness of space. The development of the fundamental movement skills needs to be nurtured, not only because they are important for the child's long-term health and well-being, but because they support the child's physical development.

Daily physical activities should be planned for outdoors or indoors. These activities should comprise physical play and regular, frequent planned physical education sessions. These will give the children the opportunity to work individually, in pairs and small groups.

Physical Development and movement in the foundation stage will provide opportunities for children to:

- gain confidence and self-esteem
- develop their knowledge and understanding regarding the benefits and relationship between physical activity and good health in everyday life
- understand safe practices
- develop their social and emotional skills
- develop their fine motor skills

Through planning, teachers will create meaningful learning experiences that will enable them to observe children's development in a range of settings, in different kinds of experiences and over time, thus giving the children an opportunity to demonstrate their learning in a number of ways. Teachers can use the information gathered to plan future learning experiences which promote the development and consolidation of Fundamental Movement Skills.

The Statutory Requirements for Physical Development and Movement at Foundation Stage are:

ATHLETICS

DANCE

GAMES

GYMNASTICS

Teachers should enable children to develop knowledge, understanding and skills in the above areas. The 2007 CCEA Publication "The Northern Ireland Curriculum Primary", lists the Learning Intentions and Progression of the Learning Intentions that will be utilised by all members of staff.

PHYSICAL EDUCATION: KS1

The purpose of Physical Education as a separate area within the primary curriculum is to provide the opportunity for specific attention to be given to the physical development, health and well-being of children.

Through regular and frequent participation in Physical Education children can develop:

- Fundamental movement skills that will improve body management, co-ordination, locomotion and manipulation (gross and fine motor skills);
- Knowledge, skills and understanding in a range of physical activities and challenges;
- Self-confidence and self-esteem as individuals and as a member of a team or group;
- Positive attitudes and values towards physical activity;
- Personal qualities such as taking responsibility, fairness, working with others and leadership;
- Creative and critical thinking skills through a range of movement contexts;
- An understanding of the relationship between physical activity and good health;
- An awareness of safety in relation to space, equipment and others;
- The ability to make informed choices and decisions;
- An awareness and understanding of the immense value of the importance of being healthy in future life and employment contexts.

Key Stage 1 will build upon the opportunities at Foundation Stage. Careful planning will ensure that the children experience continuity, progression and achievement through a broad and balanced programme.

The progress in learning from Foundation to Key Stage 1 & 2 is outlined in the NI Curriculum. There are suggestions for a balance of experiences for the children that the teachers can use alongside the success criteria thus ensuring progress in learning.

The Statutory Requirements for Physical Education at Key Stage 1 are:

ATHLETICS

DANCE

GAMES

GYMNASTICS

PHYSICAL EDUCATION: KS2

Children at key Stage 2 will be given the opportunities to build upon their experiences and development at Foundation and key stage 1. Careful planning will ensure an extension of the knowledge, understanding and skills gained at these levels.

The Statutory Requirements for Physical Education at Key Stage 2 are:

ATHLETICS (The basis of running/jumping/throwing)

DANCE (Many of the dance activities can be linked directly to music and drama)

GAMES (Sending/Receiving/Travelling—many of the skills outlined are inter-changeable and transferable through all types of games)

GYMNASTICS (simple control and movement)

SWIMMING (at Key Stage 2)

Teachers within our school should provide a balance of experience across the activity areas of Athletics, Dance, Games, Gymnastics and Swimming throughout Key Stage 2.

FUNDAMENTAL MOVEMENT SKILLS

(An initiative/programme in Physical Education)

What are Fundamental Movement Skills?

Fundamental Movement Skills (FMS) are movement patterns that involve different body parts such as legs, arms, trunk and head, and include such skills as running, hopping, catching, throwing, striking and balancing. They are the foundation movements or precursor patterns to the more specialised, complex skill used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities.

Key Understandings

This programme focuses on the 'whole' child in the context of their family and community. It emphasises learning proficient forms of FMS through play and physical education sessions, throughout the day. Like all learning FMS is best supported when the school, family and community work together. The FMS can be embedded in everyday classroom activities and they can be learned through play. The programme recognises that childhood is the optimal time to teach and learn FMS and it advocates that movement skill development is age related not age dependant.

The programme supports all teachers in planning, delivering and assessing early childhood programs that enable all children to develop FMS.

FMS IN OUR SCHOOL

The implementation of Fundamental Movement Skills within our school is part of a seven year process which aims to increase proficiency in the 22 skills. Each of the 22 skills is specifically sequenced within each of the seven primary years to enable teachers to plan and implement a focused and continuous programme of application.

OUR VISION FOR PHYSICAL EDUCATION

Together we aim to develop the knowledge, fundamental skills and confidence necessary to equip all pupils for a healthy, active lifestyle and lifelong participation.

This will enable children to:

- develop the fundamental movement skills needed to take part in PE, school sport and controlling their movements;
- develop a strong commitment to making PE and school sport an important and valuable part of their lives in both school and the community;
- develop knowledge and understanding of what they are trying to achieve and how to go about it;
- have an understanding of how what they do in PE and school and community-based sport contributes to a healthy and active lifestyle;
- develop the confidence to get involved in PE and school and community sport;
- respond effectively to a range of different competitive, creative and challenge-type activities both as individuals and as an integral part of teams and groups;
- think clearly about what they are doing and making appropriate decisions for themselves;
- show a desire to improve and achieve in relation to their abilities and aspirations;
- have the stamina, suppleness and strength to keep going;
- enjoy PE and school and community sport.

THE SCHOOL

(A) Staffing

All teachers are responsible for undertaking PE with their own class with alternative arrangements made for swimming in conjunction with the swimming pool at Aurora Leisure Complex.

(B) Physical Resources available for PE

- 1 The school has several areas available for PE including an assembly hall, large grass playing field, tarmac netball court and a considerable area of hard play surface.
- 2 There is a variety of gymnastics equipment available, which includes: moveable apparatus, benches and mats.
- 3 There is a wide variety of small games equipment (see Appendix 1)
- 4 An opportunity is provided for all children from Primary four to Primary six to undertake a programme of swimming lessons. All children are expected to participate in these lessons unless accompanied by a parental note of consent.
- 5 There will be a range of playground markings including a netball court and hopscotch.

(C) Allocation of Time for indoor PE per week. (See appendix 2 for Hall timetable)

- Primaries One to Seven have one timetabled lesson in the school assembly hall, with one further lesson completed outdoors (if swimming is not timetabled each term).
- The nursery classes will have their curriculum fulfilled in their own allocated outdoor area.
- Primaries Four will swim over two terms, Primary Five for one and a half terms and Primary Six will swim for one term only.

NON-PARTICIPANTS

PE is a statutory requirement for the education of each pupil and a very important part of children's development. Therefore, non-participation in PE will only be acceptable when a note from a parent or guardian requests that a child does not take part, or if the teacher decides the child is not fit to take part. If children 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.

However, if children are unable to participate in a swimming lesson, they must remain behind in school. If children habitually forget kit, it may be advisable for teachers to contact their parents to discuss and hopefully resolve the matter (see letter in appendix 3).

Swimming Code of Conduct

Prior to taking part in swimming lessons, pupils from Primary four to Primary six must agree to a 'Swimming Code of Conduct' (see appendix 4). This should be completed at home together with their

parents and returned to school each academic year. The aim of the 'Code of Conduct' is to establish clear expectations for acceptable behaviour, ensuring a positive and safe learning environment for all pupils.

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 Physical Education lesson will ensure the needs of the individual child are met.

Differentiation

The PE programme aims to cater for the needs of children with abilities from the physically gifted to the physically challenged. Teachers will take account of differences in stage of development, previous experiences, 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.

Gender

This is not an issue within PE lessons. The school is committed to providing equal opportunities in the provision of Physical Education. However, during extra curricular activities the opportunities and activities may differ slightly for boys and girls.

Continuity and Progression

This will be overseen by the co-ordinator, who will support the development and advise year groups on schemes of work and units of work.

Range and Balance of Teaching Styles

A variety of teaching styles will be utilised to meet the needs of children and the demands of the lesson. These include:

- a) Exploratory approach
- b) Task orientated
- c) Problem solving
- d) Guided Discovery
- e) Direct approach

Children will have opportunities to work individually with a partner, in groups and as a whole class.

Assessment and 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. All teachers are involved in continuously assessing and monitoring pupils' progress and achievements. Assessment of learning is a major component of the implementation of FMS with the PE Programme.

While Physical Education is not to be formally assessed, teachers will record pupil's progress and attainments on annual pupil profile reports which can be discussed during parents/guardians consultation meetings. Reports will also inform new class teachers of previous learning, progress and attainment.

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 Physical Education Co-ordinator will be responsible for the overall monitoring and evaluating of all aspects of Physical Education.

Extra - Curricular Provision

A range of extra curricular activities are offered to pupils, providing opportunities for them to extend and develop their knowledge, skills, understanding and positive attitudes towards physical activity.

Part of the provision will involve playing competitive fixtures against other schools. We welcome such contacts and appreciate the support of parents.

Teacher-led extra curricular activities include:

Football, netball, cross country, hockey, athletics and dance.

Other activities offered by professional coaches include:

Ju Jitsu, tennis, football and multi-skills.

PHYSICAL EDUCATION ACROSS THE CURRICULUM

The development of physical abilities can positively impact on many other aspects of a child's learning and development. Within our school we will endeavour to exhibit how Physical Education can contribute to and enhance other areas of learning,

Language and Literacy	By being able to listen to, describe, evaluate and appreciate movements, emotions and feelings, of themselves and others, and by using movement story books and texts as a stimuli for movement.
Mathematics and 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.
The Arts	By using the stimuli of Music, Art and Design and Drama to interpret, respond and move creatively and imaginatively.
The World Around Us	By discussing and investigating, in a range of ways, how the body works, for example, using ICT. By using their local and global environment as a stimulus for learning and by raising awareness of sport and recreation facilities within their local community.
Personal Development and Mutual Understanding	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 the showing respect for others and by accepting and respecting differences in physical abilities.

HEALTH AND SAFETY FACTORS IN PHYSICAL EDUCATION

Good practice in Physical Education requires that the risk assessment process be taught to pupils. They should receive clear guidance and experience (appropriate to their needs, age and intelligence), and a clear explanation of the need to follow required practice. This will help them to develop their own knowledge and understanding of safe practice. School staff teach safety and safely.

1. CLOTHING

Children must be aware of the need for changing.

a) Children must wear suitable clothing for PE.

P1 & P2 children should remove sweatshirts and change into indoor gym shoes.

P3 – P7 children should come to school in their PE uniform on days that include a PE lesson.

This uniform will include: a white polo shirt, black tracksuit bottoms or leggings, Towerview zipped sports top and sports trainers.

Each item of clothing should be clearly marked with the child's name. Warm clothing and outdoor trainers will be encouraged if pupils are working outdoors.

- b) **Jewellery** should be removed for PE lessons. Teachers do not take responsibility for the safe keeping of such valuables. 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.
- c) Teachers should wear appropriate footwear and clothing suitable to the task.

2. 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 ie projector, chairs and the piano pushed into the corner.
- b) A clean non-slip and splinter proof floor to enable floor work (children are permitted to wear plimsolls).
- c) A safe out-door surface for playing games (no loose stones and gravel, no badly uneven surfaces, 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 other hazards. If the grass is wet children should wear trainers.

3. SUITABLE AND SAFE ORGANISATION OF EQUIPMENT WILL MEAN:

- a Easily accessible gymnastics equipment stored in an organised manner in the PE store. Children are only to enter the store under the supervision of an adult.
- b Games apparatus and equipment is stored safely in suitable labeled containers in the PE store and is organised so that appointed children can easily and safely remove the selected containers.
- c Damaged equipment should not be used. It must be reported to the PE co-ordinator.

4. GOOD ORGANISATION OF THE LESSON WILL MEAN:

- a Good class control is fundamental to ensure that the children can participate safely in the lesson.
- b The format of the lesson will be very clearly planned with appropriate progression ie:
 - 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.

5. 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.

6. SWIMMING

- a No pupils should be sent to the pool as a spectator.
- b. There should be a 15:1, adult:child ratio on the bus and in the Leisure Centre.
- c. Pupils with boils, sores, rashes, etc. should not be allowed to enter the water.
- d Pupils should be supervised when visiting the toilets and should go before passing through pre-cleaning showers.

Rules of Safety for Staff and Pupils

- 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 All pupils must leave the water immediately on being told to do so.
- d Discipline should be firm and all rules rigidly enforced.
- e Diving boards and play apparatus shall be used only with the prior permission of the Pool Management.

Attainment

Children will work towards swimming badges according to their level and will be guided by the swimming teacher.

For further safety checklists, see Appendix 5.

Games Equipment

Netballs
Netball bibs
Footballs (Size 3 and Size 4)
Hockey sticks (wooden)
Hockey balls
Unihoc sticks
Tennis rackets (plastic- big & small)
Tennis balls
Badminton rackets
Badminton net & posts
Shuttlecocks
Rugby balls
Foam rugby balls
Hockey Goalie Kits (x2)
Kwik cricket equipment
Bibs: Full team sets (Ylw, Blue, Red, Grn & Orge)

Throwing/catching equipment

Bean bags
Medium coloured balls (size 2)
Hedgehog balls
Small 'holed' balls
Throwing/catching scoops
Small throwing/catching scarves
Scarves with small bean bag attached
Netted ball catchers (few)

Athletics Equipment

Relay batons
Measuring tapes
Long jump rake
Foam javelins
Foam discus
Indoor Sports hall athletics equipment: speed bounce, ladders, standing LJ, vertical jump, folding hurdles, small hurdles etc

Other

Three parachutes (1 Large & 2 Small)
Cones: domes (many) and pointed cones
Rubber floor marker discs (round)
Long rubber floor markers
Quoits
Hoops (Over 30 Small & Large)
Three sets of 10 skittles
Skipping ropes: small corded
 group size corded
 plastic with handles

Appendix 2

School Indoor PE Timetable

P.E. HALL TIMETABLE 2025/26

	MINS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0905-0945	40	Mrs Roe P.4	Mrs Forsythe	Assembly KS2	Assembly KS1	Mr McIlvenny P.6
0945-1025	40	Mrs Roe P.4	Mrs Corry P.2	Alt weeks P.1	Mrs Hamilton P.2	Mr McIlvenny P.6
BREAK						
1100-1130	55	Mrs Norton/Hanna P.5	Mrs Allman/Slyth P.3	Miss Beattie P.3	Miss Johnston P.5	Mrs Ellesmere P.1
1130-1155		Mrs Norton/Hanna P.5	Mrs Allman/Slyth P.3	Miss Beattie P.3	Miss Johnston P.5	Mrs Nelson P.1
1200 Dining table set up						
1215 - 1300 LUNCH						
1300-1350	50	P4-7 Singing Practice (when required)	Mrs Parker P.7	Mrs O'Neile P.4	Mrs Pollock P.6	P1-3 Singing Practice (when required)
1350-1450	60	TENNIS	Miss McCormack P.7	MULTI-SKILLS (Active Youth NI)	CHOIR	JU-JITSU
1500-1600	60	TENNIS				

* If you need to use the hall during someone else's PE time (e.g. a visitor/topic activity etc), please swap and give the other class your PE time that week.

Appendix 3

Towerview Primary School

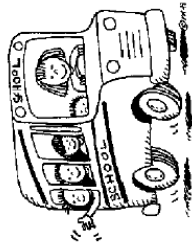
Dear

Your child has repeatedly forgotten their PE kit. As you know this subject is a statutory requirement of the NI Curriculum and demands the same disciplined approach as any other subject. Could you please ensure that your child comes to school equipped for PE or, if unable to do so, with an explanatory note.

Thank you for your continued cooperation

Yours Sincerely

Swimming Code of Conduct
How to LEARN and have a GOOD TIME!



- Travel** *When travelling by bus, remain seated with a seatbelt on and talk quietly to those beside you.*
- Getting ready** *Remember that the pool is a shared space. Walk quietly to the changing rooms, show good manners to other visitors and change quickly so that you are ready for your lesson. Wait quietly in line for your instructor.*
- Instructions** *Listen to ALL adults at the pool and follow instructions carefully.*
- Equipment** *Use equipment in the pool safely and with care.*
- Other people** *Make sure that you are always with others from your class– NEVER go off on your own.*
- Discipline** *Behave sensibly at all times – think for yourself!*
- Enjoy yourself** *The more you put into your lessons, the more you will get out of it! 😊*



I have read this over with my child _____ and he/she agrees to abide by this code of conduct whilst swimming with Towerview Primary School.

Signed: _____ (Parent/Guardian) Date: _____

Signed: _____ (Pupil)

Appendix 5

HANDLING AND STORING APPARATUS SAFELY

1 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.

2 BENCHES

Two carriers, one at either end, facing each other, movement is sideways.

3 PLANKS, BEAMS, LADDERS

Two carriers, as for benches.

4 STOOLS, BOX

Two carriers (per section), one at either side, movement should be sideways.

SAFE HANDLING

LIFTING

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

CROWDING

Anticipate and supervise where this may occur, eg mats.

HEAVY APPARATUS

You may have to position this yourself. Leave it until all other apparatus is set out.

CHECK

Encourage children to sit down 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, eg is the landing area safe?

MENTAL CHECKLIST REGARDING SAFETY

Before you start

Are the pupils suitably dressed?

Have they suitable footwear?

Have you, the teacher, changed into suitable footwear?

Have you collected dangerous articles eg: chains, watches, rings, etc.

When you are there

Does a signal immediately produce: STOP: LOOK: LISTEN?

Is the gymnastics apparatus safely stored?

Are the children well trained to get out what apparatus they can under your supervision?

Have you taught the correct methods of LIFTING and CARRYING?

Is the apparatus PLACED safely?

Once it is set out, do you make sure the children DO NOT get on it without your permission?

Have you CHECKED each piece BEFORE they use it?

Are you in a position where you can see the WHOLE class working all the time?

Have you provided safe LANDING area?

When the lesson is over –**Is all the equipment stored in the correct place?**

WHEN YOU GET BACK

Was the material you chose suitable for the AGE and ABILITY of the children?

