



Lisnadill Primary School Physical Education Policy



Physical Education as part of the Creative and Expressive Area of Study makes an important contribution to the whole development of the child (physical, social, emotional, intellectual, ethical, aesthetic and creative) and has a considerable and worthwhile contribution to make in fulfilling the overall aims and ideals of the school. More specifically however, P.E. is concerned with the following aims:

To provide a range of enjoyable experiences which will:

- develop a range of psycho-motor skills.
 - maintain and increase physical mobility and flexibility.
 - develop strength and stamina.
 - develop an appreciation of the importance of exercise in maintaining a healthy lifestyle.
 - promote and stimulate the process of enquiry, discovery and creativity through imaginative physical experiences.
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WHY IS P.E. IMPORTANT?

There are many reasons why P.E. is important which can be summarised under three headings:-

The Value of Healthy Exercise

The Development of Physical Intelligence

The Growth of Self-Confidence



THE VALUE OF HEALTHY EXERCISE

One of the most important reasons for P.E. is that it provides children with exercise. Reasons why exercise is important include:

GROWTH exercise is essential for physical growth, development and the healthy functioning of the various systems in the body.

STRENGTH regular exercise leads to greater physical and muscular strength.

SUPPLENESS varied experience of physical movements will increase suppleness, and the responsiveness of the body to physical challenge.

STAMINA exercise improves the heart and cardiovascular system, which will help develop stamina and functional capacity.

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BACKGROUND INFORMATION:

Recent studies have revealed that many children do not experience vigorous exercise in school or in their out-of-school activities. This probably contributes to the low levels of fitness characteristic of many older school children. A priority for physical education is not only to ensure that children get exercise, but to help build up an awareness of health issues and the value of an active lifestyle. The body is like a machine that stays healthy with use; it needs to be cared for; and the exercise habit is one we hope will stay with them throughout life.



THE DEVELOPMENT OF PHYSICAL INTELLIGENCE

Physical intelligence is made up of physical and mental skills (physical skills are more accurately called psycho-motor skills).

These physical and mental skills are closely linked.



Success in physical activity depends on intellectual skills such as concentration, judgement and close observation, as well as on creativity in thought and movement. We need to encourage a thoughtful or 'mindful' approach to physical activity, including an awareness / appreciation of self and others - this is best achieved through a 'think-first' approach.

THE GROWTH OF SELF-CONFIDENCE

The body is not simply a machine. It is a vehicle of a child's sense of self-worth. In making P.E. lessons enjoyable and satisfying, in providing opportunities for success and development of skills, we also help to build self-esteem and a sense of self-worth.



Through P.E. we can give children physical confidence. We help to show them that they can do more than they think, and that they can do things well. Studies have shown the value of building self-esteem and high expectations in the development of positive attitudes to life and learning. A growing sense of confidence and physical control can

help children to respond well to other forms of challenge, both in and out of school.

DEVELOPMENTAL NEEDS OF PUPILS

The developmental needs of the pupils should be taken into account during the planning of the P.E. programme. The content and teaching approach should be appropriate to the stage of development of the pupils.

There will consequently be a difference between the Key Stage 1 programme and Key Stage 2 programme with clear development and progression within and between each. Teaching approaches should whenever possible allow all the children to develop at their own rate and thus achieve their maximum potential.



PERSONAL AND SOCIAL DEVELOPMENT

In order to help pupils become independent learners, they should be encouraged to solve for themselves the problems they encounter in the course of physical activities. In order to develop positive attitudes, pupils should be encouraged to observe the conventions of fair play, honest competition and good sporting behaviour, understanding and copy with a variety of outcomes including success and failure; and be aware of the effects and consequences of their actions and on the environment.



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The following show the specific aims of the compulsory elements of Physical Education that

the school adheres to.

GYMNASTICS

- 1) To help develop body management skills using both floor and apparatus.**
- 2) To aid physical development and growth.**
- 3) To develop individual interpretation.**

Gymnastics activities focus the body and are based on natural actions such as hopping, balancing and rolling. At the Primary stage it is important to give pupils ample opportunity to experience , explore , practise, refine and consolidate these actions. In order to give pupils time to explore these actions Antrim Primary School's gymnastics programme is based on the development of themes – progressed over four to six weeks.

Gymnastics helps the child to explore the body's potential for movement, developing the feel not only for the whole body in motion but also for the relationship of the various parts to the whole. i.e. the kinaesthetic sense.

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DANCE

- 1) To develop an awareness of the body as a medium of expression and communication.**
- 2) To aid aesthetic and emotional development.**
- 3) To provide opportunities for children to be creative.**

Dance focuses on developing mastery of the body. The programme for dance contains creative dance allowing the pupils to express themselves and communicate their mood and feelings through movement. The creative dance programme offers the pupils a stimulus and allows them to provide ideas and dances of their own.

National dance is also a component in the set programme and it allows pupils to experience a wide variety of formations; individually, in pairs, fours and eights

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Games

- 1) To promote competence in games skills with a wide range of apparatus.**
- 2) To develop an understanding of principles of play tactics mainly through small sided games.**
- 3) To provide opportunities for children to create new games.**

‘ The games programme should provide opportunities for pupils to develop their manipulative skills through enjoyable individual, small group and team activities, using a variety of equipment in a range of environments. Pupils should be presented with appropriate problem solving tasks, such as devising games , or outwitting opponents.’(Northern Ireland Curriculum , 1996)

It is important that the school strives to teach games in a way that can give pupils of all abilities; Success, Knowledge and Interest.

The games programme is designed to be progressive with the pupils acquiring skills and gaining a sense of achievement and satisfaction. Such a programme will hopefully encourage pupils to continue their participation in games in later life.

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Athletics

- 1) To encourage children to participate in the 'natural' activities of running, jumping and throwing without undue emphasis on competition or on the recognised formal events of Athletics.**

- 2) To encourage refinement of such activities at a later stage.**

Athletics at Key Stage 1 incorporates activities that may also be developed through dance, games and gymnastics. Pupils will have the opportunity to experience running, jumping and throwing activities and should have progresses to measuring their own performance in simple activities by the end of KS1.

At Key Stage 2 pupils should become involved in personal challenges and through them, improve performances. Pupils should be given opportunities to practise and develop running (over short and long distance), jumping (for height and length), throwing (for accuracy and distance using different equipment) as well as measuring, comparing and improving their performance.

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Swimming

- 1) To enable the children to enjoy and feel confident about water activity.
- 2) To develop water safety techniques.
- 3) To introduce various swimming strokes.

SWIMMING OBJECTIVES

BEGINNERS

Children will have the opportunity to:

- Develop confidence in the water.
- Learn safe practice in the pool.
- Develop ability to submerge face and to breathe in the water.
- Demonstrate streamline position and regain feet to standing.
- Become confident whilst pushing and gliding with and without a float.
- Develop the front crawl leg action through various activities.
- Further develop skills through enjoyable games and activities.

IMPROVERS

Children will have the opportunity to:

- Demonstrate controlled breathing when performing the front and back crawl.
- Achieve a streamline position in the water.
- Develop confidence by jumping in to the pool and by learning to dive.
- Perform a variety of activities aimed at improving arm and leg action for both front and back crawl.
- Participate in enjoyable games and activities.

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ADVANCED

Children will have the opportunity to:

- Improve standard of technique for front crawl, back crawl and breaststroke.
- Further develop confidence in water through diving activities.
- Perform a tumble turn in the water.
- Develop an awareness of the principles of water safety.
- Develop survival skills, such as treading water and sculling.

Participate in enjoyable activities, games and free play with a variety of objects.



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KEY STAGE 1

The early years are crucial in laying the foundations of physical competency and positive attitudes to physical activity. Pupils at this key stage should experience a variety of activities which develop a wide range of skills. A sense of fun, enjoyment and achievement should pervade all activities.

At the beginning of Key Stage 1, much activity will be exploratory play in which pupils, individually, with a partner, or in a small group, respond to suggestions of the teacher, or to the stimuli and challenges provided by music, space or apparatus. With guidance, the play will become more structured and lead to the development of skills.



Pupils should be allowed time to develop confidence, both as individuals and members of a group. They should learn to listen and respond to guidance from the teacher, and to talk about their experiences in the physical education lesson.

Although presented in discrete activity areas, the programme of study in the early years should be taught frequently as integrated lessons, using various movement themes in different contexts. As pupils develop skills in the areas of physical education, lessons should focus on developing skills in these specific areas.

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KEY STAGE 2

Building on the experiences gained during Key Stage 1, pupils should be given opportunities to develop their skills and apply them in more complex personal challenges. They should be given sufficient guidance to cope with these challenges. They should continue to experience success in order to reinforce a positive attitude to physical activity.

The exploratory approach should be continued but interspersed, more frequently, with guidance in order to achieve good quality performance in each of the areas of the programme of study. Pupils should 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.

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ACTIVITY PLANNER - PHYSICAL EDUCATION

CLASS	TERM 1		TERM 2		TERM 3	
P1-2	Gymnastics	Dance	Gymnastics	Dance	Athletics	Dance
P3-4	Gymnastics	Gymnastics	Games	Games	Athletics	Athletics
	Dance	Dance	Swimming	Swimming	Games	Games
P4-5	Gymnastics	Gymnastics	Games	Games	Athletics	Athletics
	Dance	Dance	Swimming	Swimming	Games	Games
P6-7	Swimming	Gymnastics	Basketball	Swimming	Athletics	Athletics
	Dance	Swimming	Swimming	Swimming	Swimming	Soccer



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RANGE OF EQUIPMENT

INVENTORY –

30 bean bags
30+ soft balls
30+ gamester balls
30+ skipping ropes
30+ quoits
30+ small balls
30+ plastic bats
Team bands / space markers/ Quoits/Bean bags
Hoops (small, medium, large)

Light bats /Black heavy bats/ Small orange bats
Balls with holes (various sizes)/ Yellow sponge balls (large / small)
Small balls/ Medium balls/ Netballs/ Footballs
Multi markers/Plastic marker cones/Activity skittles
Coloured cones/Bands (various colours)/Wooden posts

Croquet Set x 2 , Mini Tennis Set (3 nets and 30 rackets), Mini
Football Goals x 4, Badminton Racquets 30, Shuttle Cocks x 30.
Rugby Balls x 15, Tag equipment x 30.

Various forms of outdoor play equipment and apparatus have been
purchased for 'Huff and Puff' activities during lunchtime play.

Hockey balls (indoor / outdoor)/Hockey sticks / Unihoc sec
Hockey vests/Hockey pads and helmet
Netball bibs/Rounders bats/Cricket bats
Gymnastic rolling equipment
Benches/Individual mats/Large mats/Relay batons
Cassette Players for dance tapes
Ball pump/Foam javelins/Plastic rods

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RESOURCES

Human: At Antrim Primary School , we aim to maximise the use of all our resources. A number of individuals contribute to the experiences of the children, including teachers, classroom assistants, playground supervisors, parents and specialist coaches.

Materials: Tapes, books, musical instruments, posters, CD's, teaching packs etc.

Funds: Money has been made available to purchase various forms of PE equipment to meet the needs of all the children in Key Stage 1 and 2.

Playground The playground will be marked out every year.

Play Area: A new outdoor play area will make the teaching of outdoor games more effective.

Gender All boys and girls have an equal opportunity to participate in all aspects of P.E..



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DIFFERENTIATION IN PHYSICAL EDUCATION

Planning for physical education means seeking to cater for a range of different abilities and needs. This will mean making provision for groups of children with similar needs, and for those with individual or special needs. For example: children with hearing difficulties, eyesight problems, health problems, poor co-ordination, emotional problems. It is our aim, through a child centred approach, that every child has achievable and realistic goals which they can work towards. Teachers are encouraged to evaluate their own teaching and continually re-assess their programme adjusting it accordingly to meet the need of all the children.



This is a demanding task, best achieved by:

building on the past achievements of individual pupils;

planning to develop specific skills, knowledge and understanding;

encouraging participation of those with physical impairment or special needs; making provision for children with special medical conditions that may affect them during the lesson (e.g. asthma);

providing opportunities for each child to be appropriately challenged and to experience.

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Strategies towards a differentiated approach will include:-

differentiation by task

when individuals or groups within the class will work on different tasks designed to their level of ability. These may be focused on a similar theme but lie at different points on the continuum of progression for that activity i.e. children working through a series of activities with increasing levels of difficulty e.g. catching with two hands / one hand / left hand / right hand;

differentiation by outcome

children engaged on a common task which allowed for different levels of response, e.g. creating a dance to the same piece of music. Following this approach the teacher may progress with differentiated tasks as above.

differentiation by time

children or groups receive specific teacher attention and consequently time to progress them beyond a particular plateau of skill or area of difficulty thus enabling them to achieve success and move forward to make further progress.

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TEACHING APPROACHES/ TEACHING METHODS

It is recognised that a variety of teaching methods will be employed to ensure that the needs of all pupils are met within Physical Education. A selection of teaching strategies will be adopted according to specific needs of the class, including;

- | | |
|-----------------------------------------|--------------------------------------|
| -Teacher demonstration | -Pupil demonstration |
| -Discovery Method | - Problem Solving |
| -Provide Guidance for Creativity | -Task Setting |
| -Developing Skills | - Using a variety of Stimuli. |

It is through teaching methods like these that the Learning Outcomes for the Physical Education policy are met. By the end of Key Stage 2 the school will have provided opportunities for children to develop at an appropriate level as well as developing:

- An ability to plan and perform with confidence , using a range of skills, in a variety of progressively challenging contexts.**
- An ability to make informed judgements about their own performance and that of others in a range of physical activities and to be able to adapt, modify and improve their performance.**
- Positive attitudes to keeping healthy through exercise , diet and personal hygiene.**
- An awareness of the importance of safety of physical activities. An understanding of themselves and others and developing a sense of their own individuality.**

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CHILDREN WITH SPECIAL NEEDS

Children with special needs have an entitlement to a broad balanced P.E. programme relevant to those needs. The best results are achieved by matching tasks and resources to the needs of the pupils. If the task is too difficult the pupil will fail. If it is too easy the pupil will succeed with little satisfaction or skills development. Strategies that help in meeting special needs include:

breaking down an activity into small achievable steps;

adapting and simplifying tasks so that success can be achieved,

presenting an activity slowly and clearly;

demonstrating or modelling an activity;

encouraging work with a sympathetic partner.

An effective programme will involve planning for differentiation by providing:

a variety of resources for different levels of ability;

a variety of grouping - individual, pairs, groups (sometimes according to ability);

a variety of tasks, using different allocations of time, different roles and expectations.

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Curricular Links

Language

discuss shapes in gymnastics, discuss rules in games and following instructions.

Maths / Science

measuring time / distance, comparing time / distance, areas of playing grids / fields, counting, using different units of measurement, sequencing and effects of exercise.

Geography

map skills (orienteering), use of compass and study of national and international events e.g. World Cup / Olympic Games.

History

Historical events and games

Art

design posters for sports events and design of sports clothes.

Music

interpreting music for dance / gymnastics

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CROSS-CURRICULAR THEMES



Health Education

diet/hygiene/exercise/lifestyle

Education for Mutual Understanding

co-operation, awareness of others, group work - collective responsibility, responsibility as a player, acceptance of rules and role of referee.

Cultural Heritage

awareness of history and development of various activities or sports placed in a social context and their history or evolution.

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TIME ALLOCATION

Allocation of time for PE

The average time allocation for Physical Education in each class is 1 hour per week for P 1 –P7 (extended to 2 hours in the summer months, when the weather conditions allow and P7

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SAFETY IN PHYSICAL EDUCATION

The staff will have the responsibility of ensuring that a safe learning environment is provided for all pupils. Physical Education, by its very nature, offers the potential for accident and risk; therefore by simply providing a safe environment does not mean risk will fully be removed. When implementing and planning the core subjects of PE, teachers must be aware of the risks involved with different activities and try to risk assess them.

‘Safety precautions cannot remove all risks but should eliminate unnecessary dangers’ (Safe Practice in Physical Education, BAALPE 1995)

A policy was therefore set aside by the school with regards the teaching of PE and the responsibilities held, this involved:

ORGANISATION and CONTROL of PE

- **The number of children using one piece of apparatus should be limited. Children should handle apparatus with care. Good use of space should be encouraged.**
- **Teachers should position themselves so that they are able to observe the whole class.**
- **A good standard of discipline should be maintained throughout the lesson. Teachers should demand quiet and thoughtful work.**
- **Work should be introduced carefully with due regard to safety e.g. hazards of apparatus.**

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- **There should be systematic progress to the more difficult activities.**
- **Each lesson should start with a warm up, to prepare children physically and mentally. A cool down should also be implemented at the end of every lesson.**

SAFETY IN PHYSICAL EDUCATION **ACCIDENTS**



POINTS TO CONSIDER:-

When an accident / injury occurs in:-

a classroom

the playground

the hall

we have the following emergency procedure:-

Instruct the rest of the children to remain quiet and calm while the teacher attends to accident victim(s). Children may be asked to leave the area under supervision of a colleague.

If there is any cause for doubt, do not move the child (children) - seek assistance with the accident, and other children requiring supervision.

Minor cuts and grazes will be attended to as necessary. Any accident requiring further attention or treatment will

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be treated with special care and reported to parent or carer of the child concerned.

The school intends to hold a training day under the supervision of a registered first aider where all first aid certificated will be renewed.

In the event of any concerns regarding safety advice from the NEELB will be sought.

Any accident (not of minor nature) is reported and recorded.

Should an accident occur, the teacher should carry out the normal school accident procedures.

The procedures are as follows:-

Stop all activity and ensure that the rest of the class are seated quietly and calmly, giving the accident victim room, and away from the cause of the injury.

Send a competent child for another member of staff, if injury is deemed to be serious - report to Principal.

If the injury is minor first aid will be administered.

If the injury is deemed to be more serious, the emergency services and / or parents will be contacted and first aid given.

Every effort will be made to prevent further injury and to promote recovery.

All accidents will be reported and recorded.

A First Aid Kit will be available at all times from various sites within the school.

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CONDITION OF HALL

- The hall floor should be clean, non-slip and splinter proof.
- The working areas should be unimpeded by furniture (where possible).
- All gymnastic equipment should be of suitable design and construction. It should be regularly inspected and maintained and any damaged apparatus should be put out of use.
- Apparatus should be sited so that collisions are unlikely to occur and mats should be provided where children are expected to jump from a height.
- Children should be taught safe methods of carrying and assembling apparatus.
- The hall should be adequately heated and well lit.

CONDITION of FIELD and PLAYGROUND

- Both to be checked regularly for ground defects
- Boundary fences to be checked and maintained.

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HUMAN RESOURCE MANAGEMENT

PUPILS :- Dress Code, Changing Procedures and Non-participation

Primary 1 & 2

- These children do not change for P.E.
- Light canvas gym shoes to be kept in school
- Outdoor track shoes to be kept in school or worn on appropriate days

Primary 3, 4, 5, 6,7

- These children will change for P.E. in the classroom or school toilets (discretion of classroom teacher) prior to the lesson.
- Light canvas gym shoes to be kept in school.
- Outdoor track shoes to be kept in school or brought in on appropriate days
- Red T-shirt
- Black or navy shorts

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Non-participation will only be acceptable when a note from a parent or guardian explains why the pupil cannot take part, or if the teacher feels the pupil is not fit to take part. The school has a policy that is used to help teachers deal with children who repeatedly 'forget' their P.E. kit and therefore cannot participate. Children can finish work ,complete educational exercises or Read quietly. The teacher must use his/her discretion when dealing with differing situations with regards forgetting kit, as it is essential that a child does not feel uncomfortable or is forced to do something that they are not happy with.

No jewellery, stud earrings or hard hair bands to be worn. Plasters are not permitted to cover earrings due to allergies etc.

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BEHAVIOUR IN PHYSICAL EDUCATION

Recognise and follow relevant rules and safety procedures for different activities.

Listen to and respond readily to instructions and signals within established routines.

Be aware of the hazards of P.E.

Always looking where they are going; be aware of others and any apparatus.

Needs to co-operate with others, with emphasis on safe practice e.g. competitive games / sharing equipment.

Expected / acceptable behaviour when arriving for, during and after P.E.

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STAFF (Structure, Deployment, Training and Development)

Each member of staff is responsible for teaching Physical Education to their own class. It is school policy that during school hours Physical Education, wherever possible, will be taught by the class teacher, therefore every teacher is responsible for delivering the Physical Education curriculum effectively. Class teachers, in co-ordination with the Physical Education Co-ordinator, will plan lessons, which are broad and balanced including all the core areas of the Physical Education Programme of Study. Tasks planned will take into account the differing levels of ability and will be differentiated accordingly.

On going Physical Education training will be held throughout each school year by the Physical Education Co-ordinator where emphasis will be placed on the correct techniques which can be employed in relation to planning for, and teaching children at both Key Stage 1 and 2. At present there are three P.E specialists teaching within the school, there are also a number teachers who have received relevant training and gained Coaching awards in various sporting areas. These awards provide the trained teacher with additional expertise in that particular field thus improving the

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level of teaching in both class Physical Education and extra-curricular activities. Meetings are held every month and questions and queries are answered by the Physical education co-ordinator. The co-ordinator also highlights relevant areas that may have to be scrutinised.

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EXTRA – CURRICULAR POLICY

The provision of extra-curricular activities is important in the development of children as it enables them to follow personal interests through voluntary attendance in order to progress their skills. It is hoped that the children who participate will develop an enthusiasm for the sport that they will carry into an active and healthy lifestyle. Antrim Primary School offers the pupils the opportunity to participate in sporting activities outside curriculum time. The following activities are offered to Key Stage 2 children:

- Netball
- Hockey
- Football
- Rugby
- Cycling
- Ball Skills

(The cycling involves coaching children for the National Cycling Proficiency Award)

The activities are voluntarily supported by teachers who attend practice and matches. As well as their individual coaching, they are also often provided with help from outside coaches from Phoenix Sports and local clubs who come in to develop childrens' knowledge and understanding further i. Armagh City Fc, Armagh Hockey Club.

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COMPETITION

Teams participate in inter-school competitions for Hockey, Football, Rugby and Netball. Care is taken to promote healthy attitudes in terms of sportsmanship, winning and losing and fair play.

OUTDOOR GAMES POLICY

It is Lisnadill Primary School's policy that all children within KS1 and KS2 should receive 2 sessions of PE every week. Frequent use is made of the new outdoor all weather play area and the surrounding areas within the school (playground, football pitch).

In service training days have provided KS2 teachers with lesson plans, schemes on:

:- short tennis

:- rugby

:- football

:- hockey

:- basketball/netball

: invasion games

Attainment Target for Physical Education

Level Descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 1, the performance of the great majority of pupils should be within the range of Levels 1 to 3 by the end of Key Stage 2 it should be within the range 2 to 5

Level 1

Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely, and how their bodies feel during an activity.

Level 2

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.

Level 3

Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is good for their bodies.

Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

Level 5

Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing,

they draw on what they know about strategy, tactics and composition. They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.

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