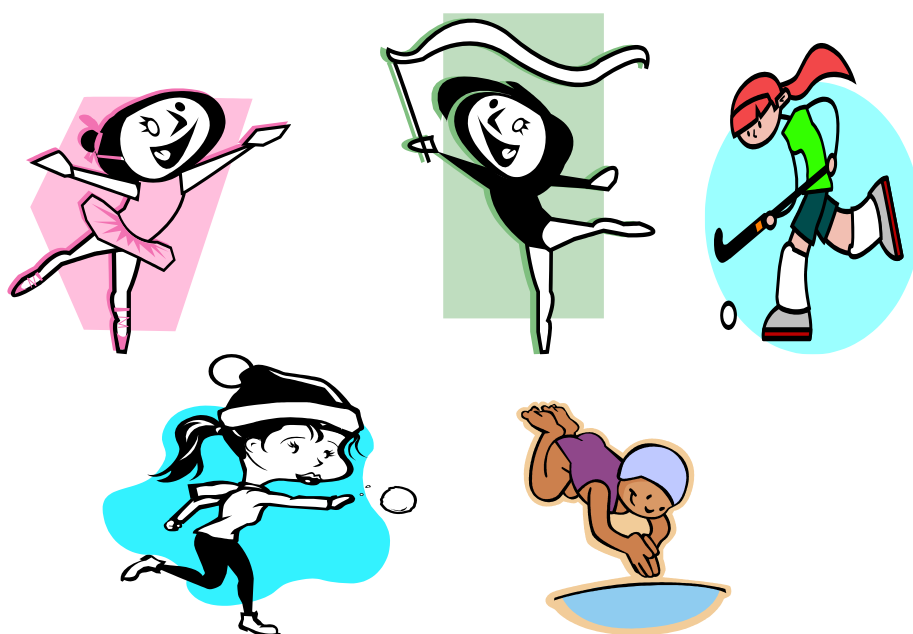


PHYSICAL EDUCATION POLICY



Gilnahirk Primary School

Rationale and Introduction.

Gilnahirk 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 schools 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 was drafted by the PE co-ordinator, with all staff consulted prior to its completion. The board of governors approved the policy in its present form.

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

(A new 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.

The PE coordinator, (and in some cases the FMS trained teacher who may not be the PE coordinator), has the responsibility for disseminating the information on the Fundamental Movement Skills resource to all other staff. The FMS resources will be merged with the school's PE schemes. The teacher uses the various skill criteria to plan physical activity and PE sessions according to the needs and abilities of their class. As we are in the process of incorporating the FMS programme regular meetings are arranged for teachers to share ideas, give feedback, ask questions and receive support.

OUR VISION FOR PHYSICAL EDUCATION

Our vision is for 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

e.g.

There are 14 classes in the school comprised of two of each primary one to seven. The teaching staff consists of the principal, vice principal, 18 teachers. There are also 15 classroom assistants who work alongside the teachers.

All teachers are responsible for undertaking PE with their own class with alternative arrangements made for swimming in conjunction with Avoneil Leisure Centre Swimming pool. PE co-ordination is undertaken by the PE co-ordinator with several areas of responsibility (see Appendix 1 for detailed list of PE co-ordinator's responsibilities).

(B) Physical Resources available for PE

- 1 The school has several areas available for PE including an assembly hall/gym, large grass playing field, tarmac netball courts and a considerable area of hard play surface.
- 2 There is a limited amount of gymnastics equipment available, which includes: moveable apparatus, benches and mats. Plans exist to extend and update the moveable apparatus on a limited budget over a period of time.
- 3 There are tape recorders, percussion instruments, CD players, and various cds available for dance.
- 4 There is a wide variety of small games equipment. Plans exist to update this equipment over a period of time (see Appendix 2 for an inventory of existing equipment).
- 5 Avoneil Leisure Centre is a short bus journey away from school. An opportunity is provided for all children from Primary five to Primary seven to undertake a programme of swimming lessons over ten consecutive weeks. All children are expected to participate in these lessons unless accompanied by a parental note of consent.
- 6 There are a range of existing playground markings including a netball court and hopscotch. However these markings have been updated to include areas for playground zoning.

(C) Allocation of Time for PE per week. (See appendix 3 for PE timetable)

- Primaries One to Three have three thirty minute sessions timetabled in the gym.
- Primaries Four to Seven have One hour and thirty minutes, split into two or three sessions timetabled in the gym.
- Primaries Five, Six and Seven have a ten week swimming programme each year lasting thirty minutes each session.

- All Primaries are expected to further enhance their PE curriculum through outdoor activities, weather permitting.
 - All primaries receive a varied curriculum on a weekly basis eg (See appendix 4 for long term planning grid)
- Outside voluntary coaching is encouraged. For the past 2 years I.F.A. coaching as taken place for all classes from Primary 1 to 4 all year round, focussing on F.M.S. Lifeguards, which is a health related fitness and well-being programme for each running for 6 weeks for all classes from primary 5 to 7

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 ie timekeeping, measuring, assessing, writing a brief account or diagram of what is happening.

If children are unable to participate in a swimming lesson, they must remain behind in school, as the teacher's attention will be focused on the poolside.

In the case of pupils forgetting kit, where possible teachers should try to provide children with an alternative kit. 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).

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 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.

Extra curricular activities include:

Netball

Football

Girl's Hockey

Boy's Hockey

Rugby

Girl's Football

Cricket for boys and girls

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

HYSICAL 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.

(BAALPE 2005)

NB: if any aspect of the safety policy is in doubt teachers should refer to recent 'BAALPE - Safe Practice in PE' document.

1. CLOTHING

“A change of clothing is important for physical education, partly for reasons of hygiene but also to ensure the clothing is suited to the physical activity”

(BAALPE).

Children must be aware of the need for changing.

a) Children must wear suitable clothing for PE.

P1 children should remove jumpers and change into gym shoes. (Term 3 include change of shorts).

P2 children should remove their sweatshirts and change into shorts and gym shoes.

P3-7 children should change into shorts, polo shirt and gym shoes.

Children are encouraged to wear a white polo shirt, and navy shorts. P1-3 keep their P.E kit in school in a PE bag. All children must change back into their uniform after PE although if this is their last lesson of the day they can leave school in tracksuit. When changing children will be taught to change in a routine manner and leave their clothes neatly on their desks. Each item of clothing should be clearly marked with the child's name. Warm clothing will be encouraged if pupils are working outdoors.

There are difficulties arising over where children should change and the corresponding safety factors. Teachers are assessing the arrangements that best suit them.

b) All jewellery should be removed for PE and games lessons. Children wearing earrings will not be permitted to take part. Teachers do not remove earrings, neither do they 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. Movement tables are left out to help with easy access of P.E store equipment.

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 football boots.

- d Floor markings for games are sufficiently far away from fences and walls to prevent accidents.

3. SUITABLE AND SAFE ORGANISATION OF EQUIPMENT WILL MEAN:

- a Easily accessible gymnastics equipment stored in an organised manner in the PE store.
- b Games apparatus and equipment is stored safely in suitable labelled containers in the PE store and is organised so that appointed children can easily and safely remove the selected containers.
- c All teachers and children will be familiar with the whole school policy for lifting and carrying apparatus. (see Appendix 6)
- d 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

No pupils should be sent to the pool as a spectator. All parties of pupils must be accompanied by teachers considered by the principal to be sufficient in number to maintain discipline and to ensure the safety of the pupils involved.

Guidelines/Instructions

Teachers who have little or no experience in the teaching of swimming or who may be non-swimmers have responsibility for general supervision and discipline on a pool visit. The instructor is responsible for the safety of the pupils when they are actually in the water but the teacher should be on the pool side within sight of pupils and take disciplinary action which he/she considers necessary. Pupils in the changing rooms should be supervised by a teacher or pool attendant of the same gender. Prior to the course an explanation of the procedure to be adopted by the class should be given by the teacher.

Rules of Hygiene for Staff and Pupils

- a Pupils with boils, sores, rashes, etc. should not be allowed to enter the water. Feet should be regularly inspected for Athlete's Foot, Verruca, etc.
- b All pupils should be instructed to use their handkerchiefs before entering the water.
- c Pupils should visit the toilets before passing through pre-cleaning showers and footbaths.
- d No spitting allowed.
- e Pupils should be instructed to pay particular attention to the drying of hair and feet.
- f Outdoor shoes must not be worn on the pool side.

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 No 'horse play' in any form should be permitted.
- d All signals by hand or whistle must be instantly obeyed.
- e All pupils must leave the water immediately on being told to do so.
- f Discipline should be firm and all rules rigidly enforced.
- g Diving boards and play apparatus shall be used only with the prior permission of the Pool Management.

Attainment

An attainment record should be kept in the school for each pupil involved in the swimming programme.

Swimming Class Numbers

Learner Pools

Where a teacher is solely in charge no class should exceed 20. In any event no class shall exceed 36.

Swimming Instructors' Absences

Class Teachers

- 1 If the teacher is a non-specialist in those centres which have a large and a learner pool and more than one instructor, the instructor present may take the class or part of the class in the large pool. A second group may operate in the learner pool provided the teacher is willing to accept responsibility, the instructor and pool attendant in the large pool being fully aware of the situation and keeping a watching brief.
- 2 In those centres which have a large and a learner pool a teacher who is a non-specialist may not take the class in the large pool. If he is willing, and in the opinion of the principal, is capable of accepting responsibility for the class in the water he may take the class in the learner pool provided an attendant is present.
 - a Should the pool attendant and instructor both be absent from a large pool the class must not enter the water.
 - b Should a teacher not be willing or capable of accepting responsibility for the class in the water, then the class must be cancelled and the Board's Officer or Transport Operator informed at earliest convenience.

Appendix 1

Coordinator's Duties and Responsibilities:

Individual Schools to attached their own list of duties and responsibilities.

1. To coordinate the provision of P.E. IN Key Stage 1 and Key Stage 2.
2. To review P.E. regularly in its implementation, resourcing and planning.
3. To ensure all staff, both teaching and non-teaching are up to date and trained in matters of safety in the teaching of P.E. as well as use of equipment and facilities within school.
4. To liaise with staff and school secretary to ensure the school swimming programme is in place for each term.
5. To ensure the School P.E. hall and its store are safe and organised for the appropriate delivery of P.E. within the school.
6. Any other duties are deemed reasonable by the Principal.

Appendix 2

PE EQUIPMENT

Four tarmac playgrounds

Outdoor climbing Frames

Large grass area

Multi-purpose hall

Benches

Gymnastic mats - large

Hoops - plastic

Bats - badminton, rounders, cricket

Balls - large variety, small medium, large, airflow, foam, rubber, tennis, rugby, football, netball

Beanbags

Quoits

Tissue squares

Skipping ropes - small, medium, large

Cones

Skittles - plastic and wire

Shuttlecocks

Small plastic marking cones in four colours (set of 40)

Bibs – netball, hockey and football

Plastic canes

Aiming targets

Hurdles

Nets

Sacks

Egg and Spoons

Ties

Speed bounce

Agility ladders

Standing long jump

SPECIALIST GAMES EQUIPMENT

Badminton posts and stand

Football posts

Hockey sticks

Hockey balls

Goalkeeper's Equipment (Hockey)

Badminton racquets

Short Tennis Set

Relay batons

Cricket stumps

Unihoc sticks Kwik Cricket set

Outdoor play equipment

Appendix 3

School PE Time-Table

Individual schools to include own PE time-table within the PE Policy.

P.E Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9-9:30	Assembly	Assembly	P1H	P2E/B	P2E/B
9:30-10		P2C	P2C	P2C	P1R
10-10:30		P1H	P1R	P3L	Assembly
Break	Astoria	Astoria	Astoria	Astoria	Astoria
11-11:30			P2E/B	P1R	P7 Lifeguards
11:30-12	P5P	P3J	P3L	P1H	P7 Lifeguards
12-12:30	P5J	P3L	P3J	P3J	P7 Lifeguards
Lunch					
1:30-2:15	P6M	P5P	P4M	P6 Lifeguards	P4S
2:15-3:00	P6P	P5J	P4S	P6 Lifeguards	P4M

Appendix 4

PE ACTIVITY PLANNER: KEY STAGE 1 & 2

AUTUMN	
1 st half term (each week)	2 nd half term (each week)

SPRING	
1 st half term (each week)	2 nd half term (each week)

SUMMER	
1 st half term (each week)	2 nd half term (each week)

KEY STAGE ONE:

P1	Gymnastics	Gymnastics
	Games	Games
	Dance	Dance

Gymnastics	Gymnastics
Games	Games
Dance	Dance

Gymnastics	Gymnastics
Athletics	Athletics
Games	Games

P2	Gymnastics	Gymnastics
	Games	Games
	Dance	Dance

Gymnastics	Gymnastics
Games	Games
Dance	Dance

Gymnastics	Gymnastics
Athletics	Athletics
Games	Games

P3	Gymnastics	Gymnastics
	Games	Games
	Dance	Dance

Gymnastics	Gymnastics
Games	Games
Dance	Dance

Gymnastics	Gymnastics
Athletics	Athletics
Games	Games

P4	Gymnastics	Gymnastics
	Games	Games
	Dance	Dance

Gymnastics	Gymnastics
Games	Games
Dance	Dance

Gymnastics	Gymnastics
Athletics	Athletics
Games	Games

KEY STAGE TWO:

P5	Games	Games
	Gymnastics	Gymnastics
	Dance	Dance

Games	Games
Gymnastics	Gymnastics
Dance	Dance

Swimming	Swimming
Athletics	Athletics
_____	_____

P6	Swimming	Swimming
	Games	Dance
	_____	_____

Games	Games
Gymnastics	Gymnastics
Dance	Dance

Gymnastics	Gymnastics
Athletics	Athletics
Dance	Games

P7	Games	Games
	Gymnastics	Gymnastics
	Dance	Dance

Swimming	Swimming
Dance	Dance
_____	_____

Gymnastics	Gymnastics
Athletics	Athletics
Games	Games

Appendix 5

HANDLING AND STORING APPARATUS SAFELY

1 MATS

At least four carriers, one at each corner. 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 (TABLE)

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

SAFE HANDLING

i LIFTING

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

ii 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, e.g. 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 YOU GET BACK

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

Appendix 6

Gilnahirk 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