

## PE

### Introductory Statement

This Physical Education (PE) plan for Scoil Mhuire has been formulated in response to the requirements of the revised curriculum for primary schools and should be seen as a starting point from which the provision of Physical Education, in accordance with curricular requirements, will develop over future reviews and through on-going classroom practice.

### Rationale

Physical Education (PE) provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. They learn to relate to and communicate with each other and to develop self-esteem and confidence. They are encouraged to develop initiative and leadership and to acquire positive attitudes to physical activities. They are helped to make informed decisions concerning a healthy lifestyle.

### Vision and Aims

#### (a) Vision

This physical education plan will be taught within the school ethos:

- We seek to assist the children in our school to achieve their potential through the opportunities they receive from the strands of the PE curriculum.

Where people feel valued:

- Self-esteem is fostered
- Open communication is used
- There is support for those who need it
- Conflict is handled properly
- Moral, social and civic values are promoted
- Initiative and creativity are encouraged

#### (b) Aims

*We endorse the aims of the Primary School Curriculum for Physical education*

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of appropriate movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of and positive attitudes towards physical activity and its contribution to lifelong health related fitness, thus preparing the child for the active and purposeful use of leisure time.

### Curriculum Planning

#### 1. Strands and Strand Units

Each teacher will make him/herself familiar with the curriculum objectives for his/her class. These are found on the following pages:

Refer to Curriculum (also on [www.ncca.ie](http://www.ncca.ie))

- **Infant Classes pp15-23**
- **First and Second classes pp24-35**
- **Third and fourth classes pp37-46**

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- **Fifth and sixth classes pp49-64**
- **Aquatics: Junior Infants-Sixth pp62-64**

Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following five strands each year-Athletics, Dance, Gymnastics, Games, Outdoor and adventure activities. Aquatics will be addressed in the context of the SPHE curriculum. Also fourth and fifth classes will attend 20 swimming lessons each year in Leisureland. As part of this, they participate in the PAWS water safety programme.

## **Strands**

### **Strand Units**

Athletics

Running

Jumping

Throwing

Understanding and appreciation of athletics

Dance

Exploration, creation and performance of dance

Understanding and appreciation of dance

Exploration of social and cultural aspects of dance

Gymnastics

Movement

Understanding and appreciation of movement

Safety when handling equipment

Learning of specific skills

Games

Sending, receiving and travelling

Creating and playing games

Understanding and appreciation of games

Outdoor and adventure activities

Walking

Orienteering

Outdoor challenges

Water based activities

Understanding and appreciation of outdoor and adventure activities

Aquatics

Hygiene

Water Safety

Entry and exit

Buoyancy and propulsion

Stroke development

Water based ball games

Understanding and appreciation of aquatics

## **2. Approaches and Methodologies**

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Our teachers use a combination of approaches at various times: direct teaching approach (p. 43 of Teacher guidelines), guided discovery approach (pp.43-44), and integration (pp.45-49).

We use methods that encourage maximum participation by each child through individual, pair, group and team activities (p.51) as well as station teaching (pp.51-53), and using a play area divided into grids. (p.54). They have opportunities to be creative, competitive and co-operative.

The role of the class teacher could be defined as giving a broad balanced programme as outlined in the strands and working out a suitable programme for their class, linking it with other curriculum areas, and evaluating how the child has progressed.

## Considerations for planning a Class programme:

- Experience of the class
- Variety of teaching methods and approaches
- Time of year that activities may take place
- Integration of strands with other subjects
- Availability of resources
- Involvement of pupils in the organisation of PE
- Establishing a code of practice for PE lessons
- Integrating different abilities
- Assessment of pupil progress
- Time to be devoted to each strand

## 3. Assessment

Assessment in PE provides a comprehensive picture of the holistic development of the child, and so contributes to informed decisions about his or her future learning. Assessment tools used to gather information about a child's progress include: Teacher observation and teacher designed tasks.

Our teachers assess, on an on-going basis, areas such as:

- Child's willingness to participate in activities
- Social and personal qualities-fair play, acceptance of losing
- Their interest, enthusiasm/attitudes
- Skill level and competence
- Development of health related fitness
- Development of safe practices

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.

- **Assessment for learning** to provide feedback to the children, improve learning and inform practice
- **Assessment of learning** which helps to identify the milestones children reach and the progress they make, to report to parents, other teachers and the children themselves.
- **Assessment as learning** involves teaching children how to self-assess and peer assess. It will be necessary for pupils to be reminded of what they are looking to assess eg.change of directions, arm and leg action when running, breathing techniques

## 4. Multi-Class Teaching

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In the case of multi-class situations in Scoil Mhuire, both classes have PE together. If necessary the teacher may differentiate by using different stations for different skills to be taught.

## **5. Children with Different Needs**

Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities. This will mean we will focus on the abilities of each child. Activities may be adapted as necessary to allow full inclusion and participation of each and every child. Examples of adaptations that may be made are: Equipment, rules, boundaries, time or actions.

Children with exceptional ability/talent for PE will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands they excel in.

## **6. Equality of Participation and Access**

Every child will have access to all PE activities provided by the school and lack of financial resources on the behalf of the child will not hinder their participation.

No child will be denied access to school swimming lessons and the school has made provisions for such children to attend classes.

Boys and girls are given equal opportunities to participate in competitions.

The dance strand of the curriculum may be used to introduce dances from other cultures in the area of folk dance.

Large sporting events such as the Olympics, Special Olympics and the World Cup will be used to look at customs and the sporting culture of some of the participating countries.

## **7. Linkage and Integration**

Linkage can take place with physical education in that many activities transcend strands and are of benefit to the child, irrespective of the strands or subjects being covered. Within the curriculum (p.4) there are suggestions where linkage and integration might take place in the PE class.

Language: Children will have the opportunity to discuss and talk about their own and other's performance in PE, the effective use of questioning from the teacher will develop the vocabulary associated with PE.

## **Organisational Planning**

### **8. Timetable**

Scoil Mhuire allocates one hour per week to each class. There are also some shorter time-slots allocated to resource teachers dealing with motor difficulties. This timeframe incorporates both the Halla timetable and the yard/field availability. The Halla timetable is decided each September by the staff. Some teachers prefer to take two half hour sessions and this is facilitated.

Currently, swimming runs on Thursdays for twenty weeks between September and February for fourth and fifth classes.

### **9. Code of Ethics**

If coaches from a local or national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher.

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## 10. After School Activities

After school sports activities may be organised by the school or occasionally they are held at lunchtime. These activities will adhere to the general principles of the PE curriculum of the school as follows:

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- Where children's safety is of the utmost importance

## 11. PE Equipment and ICT

Our school has a substantial supply of equipment and resources available. An inventory of this equipment has been given to each teacher.

The equipment is stored in the store-room at the end of the PE hall. It is the responsibility of each class teacher to return the equipment neatly to the store after each lesson. Any breakages/wear and tear should be reported to the PE committee.

The committee in consultation with the principal and staff will purchase any PE equipment needed for the school or apply to various organisations that provide free equipment to schools.

See Appendix for list of PE resources and equipment

[www.pcsp.ie](http://www.pcsp.ie) Sample PE lesson plans

## 12. Health and Safety

All staff have received at least one First aid training course. Each class teacher has an individual first aid kit and a larger kit is in the First Aid room which adjoins the PE hall.

The medical conditions of children are detailed by parents/guardians on the enrolment form. These are then transferred to a central file. To make teachers extra vigilant in recognising these children a document is given to each teacher at the start of every year, detailing the child, their class teacher, their photo, their condition and treatment and if applicable, where it is stored.

Teachers will take into account possible safety risks such as a warm up before physical activity, confined spaces, use of equipment, supervisions and endeavour to provide safe, hazard free lessons.

## 13. Individual Teachers' Planning and Reporting

The school plan will provide the framework for individual teacher's planning and the assessment techniques involved will help in the reporting of information to parents and other teachers. The strands and strand units will form the basis of the Cúntas Míósúil.

## 14. Staff Development

By inviting people with particular expertise into the school (eg. skipping, gymnastics, dance) to hold workshops with the children, teachers can gain insight and skills for teaching those areas in the future. Staff receive first aid training every 2/3years.

## 15. Parental Involvement

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Parents are involved with transport of teams to matches and to supervise on visits to the swimming pool. A rota is devised from all willing parents and is displayed on the main noticeboard.

## 16. Community Links

Scoil Mhuire maintains links with local, regional and national clubs who are an invaluable resource to any school.

In Moycullen, the local GAA link is strong with hurling coaches coming to the school weekly for hurling and camogie. A rugby coach from our neighbouring Oughterard's club also takes a class for a period of 12 weeks.

From Galway city, we benefit from links with a gymnastics club, swimming in Leisureland and a tennis coach. 'Power soccer' have also provided some free lessons to several class groups.

The school has also had a whole school workshop with the Irish branch of Skiphop.

Scoil Mhuire participates annually in the Galway city cross-country in November and the Galway city sports (athletics) in May.

We enter the Cumann na mBunscoil GAA competitions in boys and girls.

The school enters Olympic handball competitions in u11, u12 mixed and u13.

The school participates in a mini basketball league. (4<sup>th</sup>-6<sup>th</sup>)

The school sports day takes place in June. The first day caters for infants up to second class. The second day is for third to sixth class. Fifth and sixth class have used the local GAA pitch in Baile Dóite as part of their sports day activities.

## Success Criteria

This plan is intended to make a difference to the teaching and learning of PE in our school. We will know the plan has been implemented by the following criteria:

- Teachers' preparation, planning and reporting is based on this plan
- There will be a clear progression as children move from class to class

Each lesson will hinge upon

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- A safe environment for physical activity

## Implementation

The BOM will support the implementation of this policy. The principal and staff will ensure it is developed within our school.

The PE committee will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

## Roles and Responsibilities

The PE committee will bring up the re-evaluation of the policy at a staff meeting if necessary.

## ■ Ratification and Communication

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Ratified by Board of Management on

Signed:

Date:

This policy will be reviewed in March 2018.

## Appendix 1: PE equipment in Scoil Mhuire

| Strand                           | Equipment  |
|----------------------------------|--|
| Athletics                        | Cones, Hurdles, ladders, cones, foam javelin, trampoline, skipping ropes, hula hoops, relay batons   |
| Dance                            | Dance time CD's  |
| Games                            | Footballs, basketballs, mini-basketballs, rugby balls, Olympic handballs, mini dodgeballs, ballpond balls, pilates balls, beanbags, tennis balls & rackets, tennis net (outside) shuttlecocks & badminton rackets, badminton net, small plastic rackets, skittles, Unihoc sticks & 2 pucks, hurling helmets, baseball bats, Velcro target & Velcro balls |
| Gymnastics                       | Foam mats, benches, horse, foam obstacle course  |
| Outdoor and adventure activities | Skipping ropes, parachute  |

### Other equipment:

Bibs, jerseys, goalposts (plastic), water bottles

## Appendix 2: Resources: Books, DVD's etc. for use in PE

| Strand    | Resources Available in Scoil Mhuire  |
|-----------|--|
| Athletics | Agility drill cards,   |
| Dance     | Dancing Time (DVD & 4 CD's)  |
| Games     | Basketball: Sunny D 3x3 lesson plans, basketball poster/skills,<br><br>GAA: Fun do football-resource & DVD<br>Fun do hurling-resource & DVD<br>Fun do-coach's resource<br>Fun do-Go games resource<br>Fun do-nursery programme & DVD<br>Céim ar aghaidh/Step ahead resource pack |

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|--------------------------------|---|
|                                | <p>(Junior/Middle/Senior Cycle) &amp; DVD,<br/>         Catch and Kick programme<br/>         Gaelic football skills manual<br/>         Hurling and Camogie skills manual</p> <p>Handball: poster/games, Infant games (pamphlet)</p> <p>Rounders: Mini sport movement (pamphlet)</p> <p>Soccer: Primary soccer (book)</p> <p>Hockey: Mini hockey-warm up/cool down</p> <p>Tag rugby: A complete guide (book)</p> |
| Gymnastics                     | <p>Games to keep kids moving (book)<br/>         Ideas for keeping children healthy, fit and strong (pamphlet)</p>  |
| Outdoor & adventure activities | <p>Parachute, Making waves (book), Skiphop (skipping resource sheets)</p>   |
| Aquatics                       | <p>Water Safety-Be safe Jnr-Seniors<br/>         Bí slán</p>  |

### **Other Resources:**

Action for life books Jnr-6<sup>th</sup>

Games from long ago and far away (book)

Good practice for children's sport (Book)

Sports for all –activities

Bizzy break-physical activity break for children (book)

[www.skiphop.co.uk](http://www.skiphop.co.uk)