

Star of the Sea N.S.,
Riverchapel

Whole School Development
Plan for Physical Education

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Introductory Statement

This plan was formulated by the whole staff to provide a coherent approach to the teaching of P.E. across the whole school. It is envisaged that this plan will benefit the teaching and learning of P.E. in Star of the Sea National School.

Physical Education (P.E.) provides children with learning opportunities through the medium of movement. Through P.E. we aim to help children develop physically as well as socially, emotionally and intellectually. This plan describes the place which we give to Physical Education in our school, which is to support children in every aspect of their life and development. It describes the way in which we use Physical Education to achieve that goal, our agreed approach to teaching P.E. and the content of the programme of the curriculum at each year level. It conforms to the principles outlined in the 1999 Primary Curriculum documents. This document will also serve as a basis for each teacher's long term and short term planning. It will also serve to inform new or temporary teachers and parents and other partners in the education process, of the approaches and methodologies, which we use in P.E.

Rationale

When teaching P.E. the staff considers the following:

- The importance of enjoying physical activity
- The importance of play in its many forms in the learning and developmental process
- Maximum participation by all children in the physical education lesson – ACTIVE PARTICIPATION
- The development of skills
- Providing a balance between competitive and non-competitive activities
- Providing a balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for girls and boys

It was decided to focus on this area for development:

- To benefit teaching and learning in our school
- To conform to principles outlined in the Primary Curriculum
- To review the existing plan for P.E. in light of the 1999 Primary School Curriculum

Vision:

This plan will focus on meeting the needs of our children in the area of P.E. We seek to assist the children in our school in achieving their full potential in P.E.

Our focus on P.E. is:

- To benefit teaching and learning in our school.
- To conform to principles outlined in the Primary Curriculum.
- To review the existing plan for P.E. in light of the 1999 Primary School Curriculum.

Aims:

We endorse the aims of the Primary Curriculum for P.E., which are

- To promote the physical, social, emotional and intellectual development of the child.
- To develop positive personal qualities.
- To help in the acquisition of an appropriate range of 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 active and purposeful use of leisure time.

Content of the Plan:

Strands and Strand Units

The strands across the P.E. Curriculum for all classes are:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and Adventure activities
- Aquatics

These strands are further divided into strand units:

Athletics -	Running Jumping Throwing Understanding and appreciation of athletics
Dance -	Exploration, creation and performance of dance Understanding and appreciation of dance
Gymnastics -	Movement Understanding and appreciation of gymnastics
Games -	Sending, receiving and travelling Creating and playing games Understanding and appreciation of games
Outdoor & Adventure Activities	Walking Orienteering Outdoor challenges Understanding and appreciation of outdoor and adventure activities

Aquatics - Hygiene
Water safety
Entry to and exit from the water
Buoyancy and propulsion
Stroke development
Water-based ball games
Understanding and appreciation of aquatics

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages:

Refer to Curriculum (also available on www.ncca.ie)

- Infant Classes pp. 16 – 33
- First and Second Classes pp. 24 – 34
- Third and Fourth Classes pp. 38 – 46
- Fifth and Sixth Classes pp. 48 – 59
- Aquatics: Junior Infants – Sixth pp. 62 – 64

N.B. Due to the lack of facilities and equipment, the gymnastic strand is limited for our pupils.

All staff members will endeavour to ensure continuity, progression and consistency from class to class by following the recommendations in the curriculum. Where appropriate, the Special Education teacher may assist in P.E. lessons.

Approaches and Methodologies

The class teacher will be responsible for delivering the P.E. curriculum to the pupils in his/her charge. Specialist teachers/parents may deliver certain parts of the programme e.g. aquatics.

Teachers recognise the value of using a variety of teaching approaches in order to enhance the achievement of the curriculum objectives.

The teaching approaches which we will use for teaching P.E. are:

- The direct teaching approach, in which the teacher tells or shows the children exactly what to do and observe their progress.
- The guided-discovery approach, in which the teacher designs a series of questions which will eventually lead to one or more appropriate answer, and finally the discovery of a particular concept or solution. This approach will lead the child to make decisions, solve problems and take initiative. Questioning can lead to a deeper understanding of how skills can be employed in a game situation.

Assessment and Record-keeping

The teachers in the school constantly assess in the P.E. lessons delivered as we identify progress and difficulties.

We will assess:

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence of a child in carrying out any activity
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks
- Curriculum profiles in physical education- *these will be developed by the school at a later stage. We are concentrating on the introduction of the Strands at the moment.*

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 children, improve learning and to 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 children themselves.
- **Assessment as learning** involves teaching the children how to self-assess and peer assess.

Pupils are encouraged to self-assess and to suggest ways of improving and developing the game/P.E. class.

Children with different needs

Participation of children with Special Needs will be ensured through the use of S.N.A/Special Needs Teacher. Children will be allowed to participate in activities at their own level through the modification of tasks where necessary. Group and pair work and similar ability groups will be used in conjunction with a balance of activities from across the strands to encourage inactive/shy/self-conscious children to participate in P.E. activities.

Equality of participation and access

- We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme i.e. Junior and Senior Infants will partake in rota-based PE games including beanbags, hula-hoops, parachute and playground games. 2nd to 6th class will be allocated a larger space per class to play football.
- When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
- As a staff we will help children to build positive attitudes towards all activities.
- We will take into account the needs of girls and boys when promoting the health related fitness of children.
- The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances which are an integral part of our Irish culture.

- Large sporting events such as the Olympics, World Cup, Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.
- Introduction of games from different countries i.e. Haka dances and Hip-Hop, yet at the same time acknowledging the special place that Gaelic Games hold in our culture. Gaelic Games will be given particular consideration as part of the Games programme
- Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.
 - In line with Department of Education and Science recommendations, it is the policy of Star of the Sea N.S. not to charge for in-school curricular activities. However, when organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a nominal fee to each child. No child will be denied access to swimming lessons due to lack of financial resources and the School has made provision for such children to attend classes.

Linkage and integration

Linkage and Integration in our school features hugely in our curriculum. P.E. integrates elements of other subjects such as Gaeilge, English, Music, Maths and S.P.H.E. Our swimming lessons promote safety considerations developed in the strand unit “Safety and Protection”.

We use methods that encourage maximum participation by the child through

- Individual, pair, group and team play: In first and second classes we enhance cooperation in preparation for the development of team play. From third to sixth classes team play develops the individual needs of the child.
- Station teaching: Station work works very well in our school and lends itself to the space and equipment available and the number of pupils partaking in P.E. It provides continuous practice for groups working on different tasks at the same time.

Linkage can take place within physical education in that many activities transcend strands and are of benefit to the child irrespective of the strands or subjects being covered.

<u>English</u>	<u>Gaeilge</u>	<u>Maths</u>	<u>History</u>
Oral Language Comprehension Poetry/Movement Creative Writing Literature	Bainisteoireacht Ranganna trí Gaeilge Ceisteanna a chur Fearas beag a ainmiú as Gaeilge Foclóir a bhaineann le cluichí a úsáid Damhsaí a mhúineadh trí Gaeilge srl.	Measurement Shape and Space Graphs/Leagues Tables Symmetry Ratio Estimation Record-keeping	Olympic Games Evolution of Sport Sports training Gender in Sport World records New sports Local/National/International Sports
<u>Geography</u>	<u>Science</u>	<u>Arts Education</u>	<u>S.P.H.E.</u>
Traditional Sports	Performance skills	Visual	Diet, hygiene, exercise

Prominent counties in sport Olympic Games World Cup 6 Nations Maps, Orienteering Study of environment Weather Terrain	Techniques Natural ability and training injury rehabilitation and adjustment Diet, training and rest Anatomy and physiology	interpretation Drama Use of music: Dance Warm-ups Rhythm, tempo, mood National songs for sporting occasions	Co-operative and competitive activities Individual strengths and needs Social behaviour Positive attitude towards P.E. Environmental awareness and care Excepting rules/decisions Developing concept of fair play Personal safety/safety of others
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Organisational Planning:

Timetable

In this school the infant classes will have two sessions of PE each week – each session thirty minutes duration. All other classes will have two half hour sessions or one one hour sessions. Class(es) from 3rd and 4th will be timetabled to attend swimming lessons during the school year.

Each class is timetabled for one hour per week for P.E. 3rd and 4th class in this school will use a portion of its discretionary time for the 6 weeks of the pool-based activities undertaken to facilitate the Aquatics programme in the school – in order to cover the time travelling to and from the pool.

Autumn term 4th class –6 weeks/ Forest Park, Courtown
Spring term: 3rd class –6 weeks/ Forest Park, Courtown

Leinster Rugby and FAI soccer will carry out a block of training of rugby and soccer throughout the year.

The school will facilitate an “Active School Week” whereby the discretionary curriculum time for the period in question is used to promote physical activity for all children in the school encompassing as many of the strands of the PE curriculum as possible.

Below is an example of the grid to be used for all classes.

September-October	November-December	January-March	April-June
Games	Athletics	Gymnastics	Gymnastics
Athletics	Dance	Dance	Outdoor and Adventure activities

Aquatics (4 th class)		Games	Athletics
Outdoor and Adventure		Aquatics (3 rd class)	Active School Week

The Outdoor and Adventure activities are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside.

Code of ethics:

- All teachers and coaches working in the school context will be expected to adhere to the school child protection policy. They should always ensure that they treat children with integrity and respect and that the self esteem of children is enhanced.
- P.E. is not an optional subject and it is extremely important for children. In our school, exclusion from P.E. is not considered an appropriate punishment/sanction and exclusion from P.E. lessons does not form part of our Positive Behaviour Policy. However, a child whose behaviour during P.E. class is disruptive or endangers him/her self or others may be excluded from part or all of a particular lesson.
- P.E. is an integral part of the school curriculum. All children must participate. Every effort will be made to encourage participation and make P.E. a positive experience for the child. Parents will be informed if a child shows continuous reluctance to participate in P.E. Parents and staff will work together to help children overcome any difficulties they may have (injury/illness). Parents are required to inform the class teacher in writing and are requested not to excuse their children for P.E. lessons unless it is essential.

Health and Safety

Issues identified as being health and safety issues in a PE context include warm-up at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard, procedures for dealing with accidents...etc.

It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards they cannot remove all risks due to the physical nature of the subject. When engaging children in PE all members of staff will ensure that the following safety aspects will be taken into consideration;

- All children must wear suitable footwear and clothing during a PE lesson
- All children will not be allowed to wear any jewellery during a PE lesson
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair
- Children will be taught how to lift and carry all PE equipment safely
- In all PE lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy
- Running activities will not finish at a wall or pole

- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety
- We will endeavour to have an appropriate surface for the activities in the PE lesson
- Children will not be forced to do activities they are not physically or mentally ready for

There will be at least one person on staff with a current First Aid qualification and the BOM will fund the course fees. The First Aid Kit is kept in the detention room and is restocked regularly with items only recommended by First Aid personnel. A second portable kit is also available when children are participating in PE/school tours outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form, on the conditions and resulting procedures to be followed. Teachers will not treat a child unless it will make the difference between life and death. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed leaflets are made available to all staff on specific conditions such as asthma, diabetes and allergic reactions in the staffroom and the detention book.

Individual teachers' reporting and planning

The whole school plan and the curriculum documents for PE will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum. While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to your own class level and experience. It is vital that all teachers plan individually while at the same time ensuring that their class plans co-ordinate and feed into the overall school plan.

For now, teachers will plan based on the strands as outlined on the yearly timetable and can explore the use of themes in their planning especially in Gymnastics where themes such as balance and travel can provide a great stimulus for lessons (*Refer to pp. 34-35 Teacher Guidelines*)

The Cuntas Míósúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual Cuntas Míósúil have been evaluated it should be obvious to the staff which elements of the curriculum were being implemented.

Staff Development

The staffroom notice board will update staff on P.E. developments. Research, reference books, resource materials and websites dealing with P.E. pdst.ie and [IPPEA – Irish Primary PE Association](http://IPPEA - Irish Primary PE Association) have definite links to the curriculum and PE in Ireland. An inventory of organisations will be drawn up where free resources will be available to all teachers.

September 2020 Covid19 Update to PE Policy

Teaching:

- Emphasise strands such as athletics or outdoor and adventure activities with particular focus on the strand units of running, jumping, throwing, and orienteering. 'Games' may also provide suitable learning experiences.
- Where possible choose learning experiences where students can work individually or in small groups (for example, in their pods) with minimal equipment
- Promote physical activity and movement of a non-contact nature.

- During PE lessons, continue to ensure all pupils engage in aerobic activities as well as skill development, with an emphasis on fundamental movement skills.

Teaching Space:

- PE lessons are timetabled to take place outdoors where possible.
- Depending on the weather, children should wear suitable clothing to allow for PE outdoors where hall/ area is unavailable for lessons.
- Where possible children should work in their own zone which may be marked out (space markers) depending on class level.
- When indoors, keep fresh air circulating as much as possible-open windows and doors where it is safe to do so.
- When outdoors, avoid the use of fixed playground equipment, benches, or other permanent structures to allow more space.

Equipment:

- Each class has their own assigned PE box.
- Teachers must clean/disinfect equipment after use/as per school policy.
- Staff must consult with Principal, Deputy Principal, Ms Osborne or Mick Byrne before taking any other equipment from PE press.

Hygiene:

- Children and teachers must wash/sanitise hands before and after lessons.
- General hand and cough/sneezing hygiene applies in PE.
- Students are asked to use the bathroom before PE lessons and where possible to refrain from using the bathroom during PE lessons to limit travel throughout the school.

Community Links:

Our school will continue the link with sporting bodies in the community. These bodies will, on occasion, provide coaches to present prepared modules which will be delivered in conjunction with class teachers. These modules will be timetabled by the P.E. post holder to ensure a fair and appropriate allocation throughout the school. At this juncture we have formal links with:

- Realt na Mara GAA
- Courtown Hibs Soccer Club
- Forest Park Adventure Centre

We will continue to welcome the support of the above groups when we participate in inter-school competitions.

Success criteria:

The success of this school plan will be assessed based on the following criteria:

- Teachers' preparation has been based on this plan.
- Procedures outlined in this plan have been consistently followed.

The success of this plan in achieving the aims will be assessed by:

- Teacher feedback
- Children's feedback
- Inspectors' suggestions and reports

- Board of Management feedback

When we are reviewing our plan at the end of the school year, we will take into consideration, the following points;

- 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
- Providing activities equally suitable for boys and girls

Implementation

The whole staff will be responsible for overall development of the P.E. curriculum. They will also be responsible for all resources and timetables.

The staff will evaluate the progress in Physical Education by referring back to our set of stated objectives as outlined in this plan.

Ratification and Communication

On ratification of this plan by the staff and Board of Management this plan will be communicated to all teachers through distribution and will become part of the Plean Scoile.

This plan will be reviewed after two years. All teachers on the staff will be responsible for informing the Physical Education post holder/Physical Education Curriculum Team of any amendments they think should be made.

Review

This policy will be subjected to periodic review.

Ratified by Board of Management on _____

(Date)

Signed _____

Chairperson, Board of Management