

Killeen N.S.
Whole School Plan
Physical Education

Introductory Statement

This PE plan was drawn up in Killeen N.S. in 2022. It will ensure that all pupils have access to a wide variety of equipment, to maximise the development of fundamental movement skills. It will also help them to enjoy learning and lead full, active and healthy lives.

Rationale

Physical education provides children with a learning experience through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. This policy is to provide guidance for teachers, parents and any other relevant persons on the provision of the effective teaching of PE in our school.

In the implementation of the PE programme the following considerations should be remembered:

- Physical education is for all students and all teachers.
- 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 girls and boys.

Physical education provides the child with the joy of physical exertion and the satisfaction of achievement, while developing skills and attitudes that enhance their ability to contribute, compete and achieve.

Vision

We seek to assist the children in our school in achieving their potential in physical education. We also seek to provide opportunities which cater for their holistic development, encourage them to be physically active and to develop long-lasting life-enhancing attitudes.

Aims

We endorse the aims of the primary school curriculum for PE:

- To provide for 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 education and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

Objectives

The objectives of the physical education policy within this school are:

Social and personal development

- Experience enjoyment and achievements through movement.
- Interact and co-operate sensitively with others, regardless of cultural, social background or special needs.
- Develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement.
- Develop an understanding of fair play and team spirit through participation and competition.
- Develop positive attitudes towards participation in movement activities.
- Experience adventure and challenge.

Physical and motor development

- Develop strength, speed, endurance and flexibility through engaging in a wide range of activities.
- Develop agility, alertness, control, balance and co-ordination through movement.
- Develop personal competence in the athletic skills of running, jumping and throwing.
- Perform dances with confidence and competence, including folk and contemporary dances.
- Develop personal competence in a range of gymnastic movements.
- Develop personal competence in the game skills of sending, receiving and travelling, using a variety of equipment and to apply these skills in game situations.
- Apply the skills needed to live and move with confidence in the environment.
- Build water confidence near, in, on and under water.
- Develop personal competence in a variety of strokes and water agility.

Knowledge and understanding

- Develop an understanding and knowledge of movement activities and derive benefit as participant and spectator.
- Develop an understanding of travel and weight bearing as a basis of efficient body management and control, both on the floor and using apparatus.
- Experience and develop an understanding of the use of space, speed, effort, direction and level in the performance of actions.
- Develop an understanding of the appropriate basic rules, tactics and strategies of movement activities.
- Observe, discuss, analyse, interpret and enjoy the performance of movement.
- Gather, record and interpret information on achievement in movement activities.
- Be inventive, make decisions, solve problems and develop autonomy through movement activities.

- Participate in and develop a knowledge, understanding and appreciation of cultural activities through movement.
- Develop an appreciation of and a respect for the environment through participation in indoor activities.

Creative and aesthetic development

- Use the body as a means of expression and communication, using a range and variety of stimuli.
- Create and perform simple dances.
- Create and play simple games.
- Develop artistic and aesthetic understanding within and through movement.

Development of health-related fitness

- Maintain and enhance health related fitness through vigorous physical activity that helps promote a healthy lifestyle.
- Understand and practice good hygiene and posture.
- Appreciate the benefits of relaxation and cope with challenges.

Development of safety

- Adopt safe practices in all physical activities.

Curriculum Planning












Strands and Strand Units

Our physical education curriculum is divided into six strands or sections as recommended in the primary school physical education curriculum. These six strands are athletics, aquatics, dance, games, gymnastics and outdoor and adventure activities. Each strand is subdivided into strand units.

Content of Physical Education Curriculum

Strands	Strand Unit
Athletics	<ul style="list-style-type: none"> • Running • Jumping • Throwing • Understanding and appreciation of athletics
Dance	<ul style="list-style-type: none"> • Exploration, creation and performance of dance • Understanding and appreciation of dance
Gymnastics	<ul style="list-style-type: none"> • Movement • Understanding and appreciation of gymnastics
Games	<ul style="list-style-type: none"> • Sending, receiving and travelling • Creating and playing games • Understanding and appreciation of games
Outdoor and Adventure Activities	<ul style="list-style-type: none"> • Walking • Orienteering • Outdoor challenges • Understanding and appreciation of outdoor and adventure activities
Aquatics	<ul style="list-style-type: none"> • Hygiene • Water safety • Entry to and exit from the water

	<ul style="list-style-type: none"> • Buoyancy and propulsion • Stroke development • Water-based ball games • Understanding and appreciation of aquatics
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	September	October	November	December
Term 1	 OUTDOOR & ADVENTURE	 GAMES	 GYMNASTICS	 ATHLETICS
	Walking	Running		Landing
Term 2	January	February	March	April
	 GYMNASTICS	 DANCE	 GAMES	
	Jumping for Height	Skiping		Catching
Term 3	April	May	June	July
	 DANCE	 OUTDOOR & ADVENTURE	 ATHLETICS	 AQUATICS

This is only a guideline. Teachers will cover all strands within the year at their own discretion.

The curriculum is designed to be spiral in nature. The children will experience the six strands each year. As they progress through the school, they will experience opportunities to refine and develop their skills, abilities, knowledge and appreciation in each strand. Athletics, dance, games, gymnastics and outdoor and adventure activities will be taught at each class level. Aquatics will be taught to children (from second – sixth class) for a six week period each year usually in the New Year (January/February). The allocated time for this may vary from year to year.

The strands, strand units and content objectives for the relevant class levels are found on the following pages of the curriculum documents:

- Infants, pgs. 16-23
- First and Second Class, pgs. 26-35
- Third and Fourth Class, pgs. 38-47
- Fifth and Sixth Class, pgs. 50-59
- Aquatics, pgs. 62-65

Each teacher will make themselves familiar with the curriculum objectives for their class.

Many opportunities are to be given to children to understand and appreciate each strand unit through discussion of activities, video/DVD/CD-ROM materials featuring activities, posters, photographs, newspaper cuttings and through the watching of school teams playing in competitions.

Physical Resources – Facilities and Equipment

The following facilities are available to the children and staff for physical education:

- The school all-weather pitch is a very spacious and safe space, which is suitable for gymnastics, dance, circle time activities and games with all classes.
- The school playground is suitable for ball games, playground games, athletics and small soccer games.
- The basketball court: Athletics and small soccer games can also be played in this area. The playground also has a large gable and balls can be thrown or struck off this wall for added skill practice.
- A running circuit is marked around the perimeter of the all-weather pitch at the back of the school. This is used for P.E., busy breaks, lunchtime, for fitness and fun.
- Westport Leisure Centre – This is the facility used for the aquatics programme.
- As we are a small school, our teams travel to other local facilities where they compete in Comórtas Cumann na mBunscol or FAI soccer blitzes.

Although our school physical education store contains some of the necessary equipment for the implementation of some strands, equipment in the future will be checked regularly and stocks replenished as often as budget allows.

Approaches and Methodologies

For the most part the teaching of PE in Killeen N.S. is taught by the class teacher. Supplementary teachers are needed to deliver the pool-based aspect of the aquatics programme.

Occasionally external facilitators will add expertise from their particular field, such as Gaelic, rugby and hurling coaching. When such coaches come into the school to work with the pupils, teachers will liaise with the coaches about the content and the delivery of the programme. Dance teachers with specific expertise in the area of dancing have also visited the school. As well as external coaches, the school recognises the responsibility of the class teachers to teach structured dance lessons that follow the curriculum (e.g. folk/clap dances, exploring various pathways of movement etc.).

We will use a combination of the following approaches:

- Direct teaching approach (pg. 43 PE Teacher Guidelines)
- Guided discovery approach (pg. 43 PE Teacher Guidelines)
- Integration (pg. 45 PE Teacher Guidelines)

We will use methods that encourage maximum child participation and inclusion through individual, pair, group and team play, using a play area divided into grids and by using station teaching.

Structure of PE Lesson

Each lesson commences with a warm up activity (pulse raising activity and stretching), followed by the main lesson and ends with a cool down activity (slower activities and further stretching preparing the children for the return to class).

Warm Up

Main Activity

Cool Down

All lessons will follow progression which will involve children moving from simple tasks to more difficult tasks, from natural movements to skilful ones, from dependence to independence in learning, from performing given tasks to being able to structure their own and from using given criteria to judge performance, to developing their own criteria to evaluate performance. The two elements in progression are difficulty and quality. The PE programme provides for continuity and this is ensured when regular, timed and planned lessons are taught in accordance with the school plan.

Assessment and Record Keeping

Assessment complements the teaching of physical education, but it should not impinge unduly on valuable teaching time.

As PE is a physical activity-based area, most assessment is done within the lesson through observing, listening, asking questions and giving feedback to pupils. Teachers will keep their own records of pupil's achievement. They will be reported to parents annually through parent-teacher meetings and end of year reports. Children may be asked to self-assess or peer assess where appropriate. Examples in the future might include checklists, rubrics, rating scales, two stars and a wish etc.

Teachers will assess the following:

- Willingness to participate in activities
- The responses a child makes when set a task
- The response the child makes to teacher's questions and suggestions

- Readiness to engage with certain activities
- The level of competence a child has in carrying out an activity
- Skill level
- Interest in activities
- Willingness to co-operate in individual, pair and group activities
- Understanding displayed by the child when engaged in an activity

Our main assessment tool is observation. The teacher will also design tasks in order to assess the child's ability. Teachers may also use curriculum profiles in physical education as a form of assessment.

Children with Additional Needs

Children under this heading would be children with emotional and behavioural difficulties, children with learning difficulties, children with physical disabilities and those of exceptional ability. In the school we cater for the individual needs of each and every child and we acknowledge that each child has particular needs and all are at different stages of their personal development. Teachers should be aware of any specific medical conditions and will discuss these with the child's parents on an ongoing basis. Teachers should be informed of medical certificates or recommendations relating to participation from a medical professional.

We recognise that for some children participation in certain strands of the curriculum may be problematic because of their needs or difficulties. Every effort will be made with the assistance of the SNA (where applicable), to ensure that all children experience the richness and breadth of a full PE curriculum. This may mean adapting the activities to suit the needs of the child, using more appropriate equipment that will make the activity more manageable and allow for greater success. For those of exceptional ability it might mean developing further the content of a basic lesson or by making a simple activity more challenging by adding distance, demanding accuracy or time the speed of the activity. It is important that the class teacher encourages maximum participation in the physical education lesson and provides the opportunity for the children to benefit from a balanced physical education programme (pg. 8 Physical Education Curriculum Book).

Code of Ethics

PE will be taught in our school with reference to our child safeguarding statement and the child protection procedures. Class teachers will always be present when outside facilitators are delivering lessons.

Linkage and Integration

Every attempt will be made to link the various strands of the PE curriculum and to integrate the other subject areas with PE. Opportunities within our PE curriculum are used to develop other areas of the curriculum. These are:

SPHE

Health promotion is promoted through delivering the benefits of exercise and healthy eating. Physical education gives the children the opportunity to experience how their body works in

different situations. Promoting enjoyment of and positive attitudes towards physical activity and its lifelong contribution to health, complements the strand unit of the SPHE programme 'Taking Care of my Body. Engaging in activities outdoors can be linked with the strand unit 'Environmental Awareness and Care'. Games and athletics provide valuable opportunities for the child to learn to accept decisions and rules and to develop the concept of fair play which the strand unit 'Relating to Others' explores. Swimming and other aquatic activities can promote safety considerations developed in the strand unit 'Safety and Protection' and topics delivered through the Stay Safe programme are reinforced.

Literacy

Speaking and listening skills are promoted through evaluation and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders, or as a working document for other groups of children to use.

Numeracy

Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extend opportunities for shape and pattern.

Gaeilge

Gaeilge can be used throughout all the strands by giving the children simple directions through Irish.

Organisational Planning

Timetable

The PE timetable will be reviewed each September with regard to a planning point of view, factoring in any external coaching, swimming etc. Teachers are allowed to pick a time that suits the class level that they are teaching. Teachers can choose either two thirty minute sessions or one sixty minute session. Each teacher must do a minimum of one hour of PE per week. Teachers are always encouraged to use discretionary time when planning their timetable, to allow for extra time if needed to cover particular strands.

Teachers are expected to cover all strands of the PE curriculum. This is a plan of how teachers will divide the strands over a two year period.

Physical Education – 2 Year Plan

Month:	Strand:	FMS:
September	Outdoor/Adventure	Walking/Hopping
October	Games	Running
November	Gymnastics	Balancing/Landing
December	Athletics	Side Stepping
January	Gymnastics (Aquatics)	Jumping for Height/Distance
February	Dance	Skiping
March	Games	Catching
April	Dance	Striking with an implement
May	Outdoor/Adventure	Dodging
June	Athletics	Throwing

Health and Safety

Safety precautions cannot remove all risks, but should eliminate unnecessary hazards.

The working relationship established between teacher and pupils is one of the most important factors in establishing a safe learning environment. Good order should be maintained throughout the lesson and every effort should be made to ensure that every pupil is involved for the duration of the physical education lesson. Activities which reduce the involvement of many of the pupils are not recommended. All PE lessons should start with a warm up activity and finish with a cool down activity.

Pupils are required to wear tracksuits and appropriate footwear for physical education lessons. Pupils with inappropriate footwear will have limited involvement in PE lessons. Children should not wear dangerous jewellery.

Children are taught to handle apparatus safely and carefully. Correct methods of lifting and carrying are also taught. Apparatus should be checked regularly by teachers.

Details of medical conditions which a pupil may have will be included on the enrolment form. All staff members are made aware of children with particular medical needs and are aware of procedures to be followed in the event of an incident.

Should an accident occur during a PE lesson, we will follow the procedure outlined for accidents in a first aid policy which will be devised.

The fitness of the pupils is promoted through partnership between the school and parents. Parents were consulted with regard to the school's healthy eating policy and are continually kept informed.

Individual Teacher's Planning and Reporting

Individual teachers will design a physical education plan specifically for their own class using the resources available to them, while at the same time ensuring that their class plans feed into the overall plan set out in the policy. This should ensure clear progression as children move from class to class.

Staff Development

Teachers will be notified of courses relating to PE, available in the area or local education centres. Teachers are encouraged to attend courses. The staff members attending extra courses will be encouraged to share their new ideas with the rest of the staff.

Parental Involvement

Parents have a responsibility to encourage their children to participate in all strands of the physical education curriculum. We will encourage sporting endeavours at all times. In order to partake in school sport, we may need the assistance of parents. Parents may view the PE policy in the school. Occasionally, PE will be assigned for homework.

Community Links

Local clubs and sporting organisations are invited to provide information on the services that they provide. We are very aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community, is an invaluable resource to any school. We will make reference to famous sports people from the community and invite suitable people into the school to talk to the children, as long as the content is in keeping with the sentiments of the curriculum. If a local team or individual had a notable victory, they will be invited into the school to share this success, which will hopefully inspire future generations.

Evaluating the Policy – Success Criteria

Some means of assessing the outcomes of the plan include:

- Teacher/parent/community feedback
- Children's feedback regarding activity levels, enjoyment and skill development
- Inspector's suggestions/WSE recommendations

The criteria for evaluating the success of this policy will be:

- The level of enjoyment exhibited by the children
- The maximum participation by the children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- The provision of opportunities for achievement for each child
- The level of teacher satisfaction in teaching a broad, balanced curriculum

Implementation and Review

Roles and Responsibilities

The development of physical education in the school involves consultation and collaboration among the partners in education.

Firstly, it is the responsibility of the BOM to provide and maintain a safe environment in which physical education can be taught.

Secondly the Deputy Principal will co-ordinate the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings. She will consult with the BOM and parents with regard to the provision of resources and will ensure that teachers are encouraged in their teaching. She will also ensure that sufficient time is made available for physical education and encourage teachers with particular expertise and interest in physical education to lead staff discussions. She will also draw up policy documents explaining the place and purpose of physical education in the school. She will organise the necessary resources to implement the plan, inform new members of the teaching staff about the school plan in PE and provide information on in-career development opportunities with regard to physical education.

Each teacher is responsible for the implementation of this policy with his/her own class. This involves the following:

- The teacher will devise a balanced programme in line with the school plan which caters for the needs of each child.

- Help the child to develop positive self-esteem and a sense of fair play.
- Ensure that the children experience a variety of vigorous and challenging activities.
- Foster a stimulating and secure environment.
- Link physical education activities with other curriculum areas where appropriate.
- Provide information to parents on the progress of the child.
- Have due regard for safety by ensuring that the children adopt safe practices.

Outside Facilitators Supporting the Curriculum

Before availing of the services of coaches from any of the national or local sporting organisations, we will ascertain the extent to which the support personnel will benefit the individual child and the class.

The qualifications of the support personnel and their previous experience with young people will also be ascertained. The class teacher retains overall responsibility for planning, organisation, control and monitoring, to ensure that the child's physical activity is coherent, consistent, progressive and controlled.

This plan will be monitored and reviewed Sep 2025

Ratification and Communication

This PE policy was ratified by the Board of Management in

..... Killean NS on 20-9-22

Signed Mairéad Staunton
Mairéad Staunton Chairperson

Signed _____
Bríd Grady Principal

Date _____