

Plean Scoile

St Fiacc's NS

Physical Education Policy



St. Fiacc's N.S.
Fírinne le Misneach

Formulated/Approved/Reviewed	By
Formulated 14/04/2021	Staff
Approved 18/05/2021	BOM

Signed Chairperson BOM

Liz Dodley

Whole School Plan for Physical Education

Rationale:

In our school we see the physical experiences of PE as an integral part of the education process without which the education of the child is incomplete. Through a diverse range of experiences providing regular challenging physical activity we aim to foster the balanced harmonious physical, social, emotional and academic development of the children in our school.

This policy was devised:

- To benefit teaching and learning in our school
- To conform to principles outlined in the primary curriculum
- To enhance physical literacy in our pupils.

Aims

The aims of the physical education curriculum 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 the active and purposeful use of leisure time.

Broad objectives

When due account is taken of intrinsic abilities and varying circumstances, the physical education curriculum should enable the child to:

Social and personal development

- experience enjoyment and achievement through movement
- interact and co-operate sensitively with others, regardless of cultural or 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 variety of activities
- develop agility, alertness, control, balance and co-ordination through movement

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- develop personal competence in the athletic skills of running, jumping and throwing
- perform dances with confidence and competence, including simple folk and Irish dances
- develop personal competence in a range of gymnastic movements
- develop personal competence in the games skills of sending, receiving and travelling using a variety of equipment, and to apply these skills in games 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 general knowledge of movement activities and derive benefit as a participant and as a spectator
- develop an understanding of travel and weight-bearing as the 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 respect for the environment through participation in activities outdoors

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 to promote a healthy life-style
- understand and practise good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

Development of safety

- adopt safe practices in all physical activities.

Review

It will be the responsibility of the Principal Teacher to co-ordinate a review of this Policy.

This PE Policy will be addressed under the following headings

A. Curriculum Planning:

1. Strands and strand units
2. Approaches and methodologies
3. Linkage and integration
4. Multi-grade teaching
5. Assessment and record keeping
6. Children with different needs
7. Equality of participation and access

B. Organisational Planning:

8. Timetable
9. Resources and ICT
10. Health and safety
11. Individual teachers' planning and reporting
12. Staff development
13. Parental involvement
14. Community links

A. Curriculum Planning

1. Strands and strand units

- Teachers are familiar with the strands/strand units/content objectives for the relevant class levels. All have a copy of the PE curriculum and ideas therein.

The Curriculum documents outline the strands and strand units clearly on the following pages:

- Infant classes pp. 16-23
- 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

Teachers choose a range of activities for all strands for each class and children have access to five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities.

The remaining sixth strand, Aquatics, is implemented from 1st class to 6th. Children attend the Graiguecullen Swimming Pool for a block of lessons over the academic year. At present the participation rate is ____.

Opportunities are created to develop an understanding and appreciation of each strand unit on planning days/staff meetings/Sports Days/Active schools week.

Teachers ensure that there is continuity and progression from class to class by recording strands covered through their planning and review

Specific issues that need to be considered in multi-class are the mixed abilities of pupils, physical strength of some pupils and group teaching. See also Participation in Sports Policy.

2. Approaches and Methodologies

The teachers use a combination of teaching approaches during PE lessons. Teachers will vary the approaches according to which is most suited to achieving the objectives of the lesson, taking such factors as the content and context of the lesson into account and the needs of the learners. The teacher may move between differing approaches even within one lesson.

- Direct teaching approach
- Guided discovery approach
- Integration - e.g. with oral language SESE and art

With the aim of encouraging maximum participation in all PE activities a variety of differing methodologies are employed by the teachers through group work.

These include:

- Individual, pair, group and team play p. 51
- Station teaching pp. 51-53
- Using a play area divided into grids p. 54

3. Assessment and Record Keeping

Teachers are continually assessing the students' performance in PE through teacher observations and teacher designed tasks. The students are assessed on their willingness to perform, interest, enthusiasm, skill level and willingness to co-operate. Digital recordings of technique are also used.

Information gained from the assessments forms part of class and school planning. Records of a child's PE progress are recorded in end of year reports. Feedback is also shared with parents at Parent/teacher meetings.

4. Mixed ability Teaching

Our policy is to facilitate individual, partner, team and whole class work to cater for differing levels of ability within each year group and between each class where appropriate.

Follow-up activities to a basic lesson can be introduced, where one group has an opportunity to practise again what was covered in the basic lesson, while the other group moves ahead and develops further the content of the basic lesson, for example one group bounces the ball in Gaelic while another group hops and toe-taps. Every child will experience success at their level

Group work is facilitated through the 'station' teaching method by organizing a group of children of similar ability or children at the same class level.

5. Children with Different Needs

It is the policy of the school to encourage and support children who find PE challenging as well as facilitating the children who have talents in this area to develop by providing them with tasks appropriate to his/her level of ability. The child with special needs shall experience the enjoyment of participation and progression through the various stages of the physical education programme according to his/her ability. All the class teachers encourage maximum participation in the physical education lesson by the children and provide the opportunity to benefit from a balanced PE programme for all children.

Classes are organized and activities are adapted to include children who may have physical disabilities through grouping, pairing and use of stations
Children with exceptional ability/talent for PE are encouraged and supported by offering them challenges of speed, distance and accuracy through Dribbling/Travelling activities in Games. Inactive/shy/self-conscious children are encouraged to participate in PE activities by setting realistic goals for them and allowing them to experience success at their level.

6. Equality of participation and access

Gender issues that need to be considered in relation to the teaching of PE:

Equal opportunities are given to boys and girls to participate in classes/activities.

Boys/girls have equal access to and opportunities to experience all strands.

Boys/girls have equal opportunities to enter competitions as part of extra-curricular programme.

Class groupings are made according to ability as opposed to gender.

The PE class is used as an opportunity to integrate the culture of all pupil

Provision is made for inclusion of the following: Children experiencing any form of disadvantage; Children with disabilities.

7. Linkage and integration

(Refer to Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines)

- **Linkage:**

Linkage can take place within physical education for example many playground games can be planned as part of an athletics or games unit; athletics as part of games activities; orienteering incorporating games.

- **Integration:**

Integration is planned and organized by staff through planning and is regularly used in Gaelige (CLIL - Content and Language Integrated Learning), Drama, SPHE and Music among other subjects.

Theme based activities are used to support integration by staff when possible. They be recorded on fortnightly plans. Busy Bee activities are utilized between lessons in class.

- **Language:**

The school creates opportunities for pupils to discuss and talk about their own and others' performance in PE during and after the PE activity e.g. "What skills did you learn?"

We enable children to develop a vocabulary for discussing and critiquing PE activities through similar discussions.

B. Organisational Planning:

8. Timetable

One hour per week is allocated at each level for PE, not including external coaching. There is blocked time for specific strands: eg programme of visits to a local swimming pool to develop the Aquatics Strand for 1st – 6th class pupils. Pupils to wear the school tracksuit on a designated PE day rather than disrupting the wearing of the uniform throughout the week.

The school facilitates 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. St. Fiacc's was awarded an Active Schools Flag for promoting an active lifestyle, formally and informally among its pupils.

9. Code of ethics

(Refer to school's Child Protection Policy based on the Department of Education and Science guidelines accompanying the 'Children First' guidelines.

GAA and Rugby coaches and life guards are used to support the class teacher in the implementation of some of the PE curriculum strands in the school.

Both GAA/IRFU and Swimming Pool follow a code of ethics with regard to coaching. Teachers actively support the external coach by supporting him/her so that children will gain maximum benefit from the PE class.

10. After school activities

The school provides further opportunities within an extra-curricular programme through Cumann na mBunscol training for GAA.

We ensure that these extra-curricular activities are linked to the PE programme by focusing on participation, skills development and enjoyment.

St. Fiacc's enters Cumann na mBunscol competitions annually. St. Fiacc's also participates in basketball, rounders and soccer competitions and athletics meets.

11. PE equipment and ICT

There is an inventory of equipment and resources available for PE. Does the school has a materials and equipment checklist. *(Refer to pp. 104-105 Teacher Guidelines)*

The equipment is appropriate for the PE curriculum.

The equipment is stored safely in a dedicated PE storage area.

Each teacher has a copy of the checklist.

The equipment is purchased centrally by the principal.

ICT (Refer to p. 101 Teacher Guidelines)

ICT is used in PE for Treasure hunts, orienteering and advertising an event, photographing activities, Music for dance/exercise, Healthy lifestyle videos. The PDST has excellent video demonstrations.

See also the school's AUP and online learning policy.

12. Health and safety

(Refer to school's Health & Safety Policy)

Many teachers have had recent first aid training.

Staff members are aware that certain children have specific medical conditions.

13. Individual teachers' planning and reporting

- Teachers plan using the strands and strand units. Where possible, a thematic approach is used. *(Refer to pp. 34-35 Teacher Guidelines)*
- Teachers' Cuntas Míosúil are stored digitally on Google Drive. The data is analysed by the Principal to analyse what strand unit areas are in need of development.
- There is a whole school approach to the teaching of Strand Units and Fundamental Movement Skills where possible.

14. Staff development

- School personnel can research new methodologies and arrange for demonstrations or opportunities to try out equipment/resources and assess whether or not they should be purchased. The school has engaged the services of PDST on the orienteering strand in 2020.
- Teachers are encouraged to attend any courses available pertaining to PE.
- They are encouraged to share the expertise acquired at these courses at staff meetings.
- Time is allocated at staff meetings to discuss aspects of the PE curriculum when the need arises.
- Teachers can avail of internal and/or external expertise to inform and upskill the school community in these areas. Mr Bolton and Miss Lyons are part time facilitators of PE with PDST.
- There are opportunities for team-teaching and it is utilized among the year groups.

15. Parental involvement

(Refer to Primary School Curriculum, Your child's learning, Guidelines for Parents)

- Parents will be involved in supporting the PE plan. The PA will have an input into this policy. The PE plan will be communicated to parents through the PA.
- Parents can support the child in fostering interest in PE by not putting undue pressure on children to always win and stressing participation, enjoyment and skill development on their child.
- Parents are invited to view the children's achievements on the school website.
- Special events are held, e.g. *Active School's Week* where the principles of the PE curriculum are embraced.

16. Community links

- The local GAA club is fully supportive of GAA activities in the school and provides its facilities and equipment for the school's use.

C. Success criteria

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This plan will make a difference to the teaching and learning of PE in our school. The criteria that will indicate success includes answering the following questions:

- **How will we know that the plan has been implemented?**
 - Teachers' preparation based on this plan
 - Procedures outlined in this plan consistently followed

- **Has the plan achieved its aims? What are the indicators? (Refer to Aims)**

Means of assessing the outcomes of the plan include

 - Teacher/parent/community feedback
 - Children's feedback regarding the activity level, enjoyment and skill development of the classes.
 - Inspectors' suggestions/report
 - Second level feedback

- **Has the plan promoted the key considerations when implementing a programme of Physical Education?**
 - 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.

Whole School approach to the teaching of the PE Strands

MONTH	STRAND	FMS
Sept-Nov (4/5 lessons)	Athletics	Running (Sept)
Oct	Games	Hopping (Oct)
Nov		Throwing & Catching (Nov)
Dec		Jumping for Height and Distance (Dec)
Jan	Games	Balancing (Jan)
Jan	Gymnastics x 1	
Feb	Gymnastics	Landing (Feb)
March	Dance x 3	Sidestepping (March)
April	Games	Dodging (April)
May/June	Orienteering x 2	Walking & Skipping (May)
June	Active Schools Week	Kicking/Striking with the hand and/or implement (June)

Yearly Breakdown of Curriculum (Covid Year)

September

Games

Skipping- Individual Skipping (Introduction)

Non- Contact Running Games (A selection from Move Well, Move Often and other sources)

Athletics

Fundamental Movement Skill= Running- Examining Technique and practicing the skill through PE lessons

Long Distance Running

Short Sprints

Relay Races

Strand Units-Running, over a sustained period of time.

October

Outdoor Adventure

Using Funny Face Relays as an introduction to Orienteering

Using a non map based orienteering course on the school site

Athletics

Fundamental Movement Skill= Hopping-- Examining Technique and practicing the skill through PE lessons

Use of Obstacle Course to develop the skill of hopping, running and agility

Skipping- Developing individual skipping skills such as the straddle, bell, The X and Double Under.

Strand Units-Running, Understanding and Appreciation of Athletics

Dance

Performing Dance and encouraging movement in the classroom with the aid of Go Noodle, Just Dance and other video and IT platforms.

Strand Units

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

November

Fundamental Movement Skills= Throwing and Catching- Examining Technique and practicing the skill through PE lessons

Using Tennis Balls between pairs to develop underarm and overarm throws.

Using Bean bags and targets to enhance throwing accuracy

Participating in an array of games from the Move Well, Move Often programme to develop throwing and catching skills.

Dance

Performing Dance and encouraging movement in the classroom with the aid of Go Noodle, Just Dance and other video and IT platforms.

Creative Dance- Making sequences and dance routines when responding to pieces of text (Rainbow Story) or other stimuli (IT- Go Noodle Dance eg Waka Waka)

Strand Units

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

Skipping- Group Rope Skipping and Individual skills (Further development)

December

Fundamental Movement Skills= Jumping for Height and Jumping for Distance- Examining Technique and practicing the skill through PE lessons

Athletics

Activities based on Jumping for height which include skipping, relay races and the standing jump. Games to be incorporated where possible

Long Jump and Triple Jump to be practiced to develop skill of Jumping for distance

Dance

Performing Dance and encouraging movement in the classroom with the aid of Go Noodle, Just Dance and other video and IT platforms.

Strand Units

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

Skipping- Group Rope Skipping and Individual skills (Further development)

January

Fundamental Movement Skills= Balancing- Examining Technique and practicing the skill through PE lessons

Gymnastics

T Balance- Develop through non contact games/ novelty activities where a balance has to be performed as part of the process.

Boot Camp

Animal Walks

HandStand (introduction (Group Balance activities if possible)

Sequencing Movements/ Creating Gymnastic sequences as part of a team

Strand Unit-Movement, Understanding and Appreciation of Gymnastics

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February

Fundamental Movement Skills= Landing- Examining Technique and practicing the skill through PE lessons

Gymnastics

Animal Walks

Rolling- 6 rolls in total- Log roll, Tumble, Teddy Bear Roll, Superman Roll, James Bond and the Egg Roll,

Strand Unit-Movement, Understanding and Appreciation of Gymnastics

Games (if possible)

Basketball or 2 line Basketball

Dodgeball

Strand Units-Sending, Receiving and Travelling(Ball Handling,Carrying and Throwing),Creating and Playing Games, Understanding and Appreciation of Games.

March

Fundamental Movement Skills= Sidestepping- Examining Technique and practicing the skill through PE lessons

Dance

Folk Dance/ Sean Nós Dance and Creative Dance (Drumfit if possible)
Use of Irish Music and videos from the Folk Dance lessons on PDST website

Strand Units- *Exploration, creation and performance of dance, Understanding and Appreciation of Dance.*

April

Fundamental Movement Skills= Dodging- Examining Technique and practicing the skill through PE lessons

Athletics

A series of fun non contact activities and games to develop the skill of dodging off both feet

Games (If possible)

Dodgeball
Benchball or
Soccer or kicking practice
Skipping Exercises

Strand Units- *Sending, Receiving and Travelling(Ball Handling, Kicking,Carrying and Striking),Creating and Playing Games, Understanding and Appreciation of Games.*

May

Fundamental Movement Skills=Walkingand Skipping- Examining Technique and practicing the skill through outdoor activity and PE lessons

Athletics

Sprinting
Hurdling
Relay Races
Javelin
Shot Put
Long Jump
High Jump

Strand Units- *Running, Jumping, Throwing, Understanding and appreciation of Athletics.*

Outdoor and Adventure Activities

Orienteering in the school grounds and Carlow Town Park using a set of tags and maps
History Walk of Carlow

Strand Units-Walking, Orienteering, Outdoor Challenges, Understanding and Appreciation of Outdoor and Adventure Activities.

June

Fundamental Movement Skills= Kicking, Striking with the hand, Striking with an implement- Examining Technique and practicing the skill through PE lessons

Games

Penalty Shootout

Rounders

Curling

Badminton

Table Tennis

Strand Units-Sending, Receiving and Travelling(Carrying and Striking), Creating and Playing Games, Understanding and Appreciation of Games.

Gymnastics

Boot Camp

Strand Unit-Movement, Understanding and Appreciation of Gymnastics

All areas of curriculum will be covered during Active Schools Week.

****Use of PDST Videos for Teaching FMS skills and use of IT for Assessment where possible.***

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PE Inventory		Athletics		Gymnastics		
Games						
Wrist Bands (Bag of Various Colours)		Tennis Racquets	33	Relay Batons (Wooden)	8	Gym Mats
Discs	3	Squash Racquets	3	Relay Batons (Metal)	11	Trampolines
Badminton Racquets	31	Soft Rubber Animals	14	Tape Measure	1	Obstacle Course
						Ladders
Shuttle Cocks	7	Hurling Helmets	12	Hurdles	10	Stretchies
	pk					
Plastic Rings	8	Swing Hop Hoops	6	Soft Javelins	4	
Rubber Rings	9	Fling Socks	4			
Sliotar Hitter	1	Red Bibs	13			
Cricket Set	1	Green Bibs	25			
Uni-hoc Sticks	12	Red & Black Jerseys	20			
Uni-hoc Balls	23	Ball & Cone	1			
Hoola Hoops	12	Tennis Balls	14			
Nets	2	Base Ball Sets (Wooden)	2			
Plastic Goals	2	Putter	1			
Rugby Balls	6	Velcro Discs	4			
Tag Rugby Strips	40	Velcro Gloves	4			
Pump	1	Small soft Balls	50			
Skipping Ropes	2	Small Cones	12			
Bean Bags	103	Sets of Markers/Cones	2			
Jerseys	16	Basket Balls	8			
Throw Balls	5	Gaelic Footballs	6			
Sponge Discs	20	Volleyball	1			
		Soccer Balls	16			
		Soft Rugby Balls	2			
		Pucks	2			
		Hurling Balls	23			
		Large Hurling Balls	5			