

# Scoil Mhuire GNS U.R. 11894 i

## Physical Education (PE)

### Introduction

Scoil Mhuire GNS endorses all of the aims of the Curriculum for Physical Education and strives to provide children with learning opportunities through the movement, sport, teamwork, self-awareness and fun – all of which contribute to the holistic development of the child into adulthood.

“Mens sane in corpore sano”

Our Plan for Physical Education (PE) is the result of

- Collaboration – teachers, parents, children and the wider community
- Research
- Staff development
- Training
- Ratification and continuous review by the Board of Management.

Our philosophy in Scoil Mhuire has been to fulfil our obligation according to Curriculum Guidelines from the Department of Education and Skills, but also to embed the love of physical activity, within our Healthy Eating- Healthy Living Policy by:

- Teaching PE to the highest possible standards
- Staff members sharing their areas of expertise with other classes
- Encouraging healthy activity at break times in school
- Encouraging movement breaks during the day and classroom activity
- Viewing PE as a vital part of Wellbeing
- Making close connections with the sporting facilities in the community
  - Clannagael Fontenoy
  - Railway Union – hockey, tennis, Tag rugby,
  - Pembroke – tennis, cricket
  - Crusaders – athletics
  - Swimming pools

Our aim in forging links with the local community is that the girls would develop a love of activity and see it as a lifelong source of enjoyment, healthy activity and friendship.

Team games as part of PE, allow children to relate to and communicate with each other and to develop self-esteem and confidence. They develop initiative, cooperation and leadership skills and develop positive attitudes towards physical activities.

PE is an integral part of learning to make informed decisions concerning a healthy lifestyle that can and will be sustained.

Children develop skills and an understanding of the activities they are learning. Lessons are designed to be enjoyable, achievable but challenging and accessible for all of our girls in Scoil Mhuire.

We aim to provide choice and to have a balance between contact and non-contact activities and to include both competitive and non-competitive aspects to them. Central to our philosophy is the importance of enjoyment and play in the physical education activities.

## **Vision and Aims**

### **(a) Vision**

In Scoil Mhuire GNS, we see physical education as an integral component of school life and something that goes beyond the hour per week allocated to it on the curriculum. It is a vital part of child development and as important as any other subject. We stress:

- ✓ Achievement regardless of ability
- ✓ participation
- ✓ cooperation
- ✓ enjoyment and wellbeing
- ✓ respect for self and others
- ✓ fun

p 2, Curaclam na Bunscoile, 1999

### **(b) Aims**

We endorse the aims of the Primary School Curriculum for PE

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To promote wellbeing now and into adulthood
- 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
- To develop a joy in personal motivation and a healthy sense of competition

The **Broad objectives** of the PE curriculum are listed as:

### ***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
- 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 lifestyle
- promote wellbeing and resilience
- understand and practise good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

## ***Understand safety of self and others, and safety in the home and environment***

- adopt safe practices in all physical activities
- develop an awareness of risk
- learn to understand your own body and what you can safely achieve

## **Specific Activities and Themes in Scoil Mhuire GNS:**

- To hold an annual "Sport for All Day"
  - To participate in the annual Cumann na mBunscol competitions - Gaelic Football, Track and Field events
  - GAA – coaching from Clannagael Fontenoy once a week
  - Encourage the girls to attend GAA after School
  - Six-week module for 5<sup>th</sup> and 6<sup>th</sup> Classes in Sportsco Swimming Pool
- This list is not exhaustive.

## **Curriculum Planning**

### **Strands and Strand Units**

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](http://www.ncca.ie) )

- 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

## **Approaches and methodologies**

When teaching PE, we strive to use a broad range of approaches and methodologies. Teachers choose and mix approaches to suit the objectives of the lesson, the needs of the class as a whole and the needs of individual children. Differentiation addresses the special needs of some children and where provided a child may need assistance from an SNA in order to be able to participate fully in PE.

### **Methodologies and Approaches**

The teaching approaches which are particularly appropriate for teaching PE in Scoil Mhuire GNS are:

**Direct teaching approach**– The direct-teaching approach involves the teacher in telling or showing children what to do and in observing their progress. It entails the teacher making all, or most of, the decisions concerning the content of the lesson and the child responding to instructions. It is a useful approach if the objectives are concerned with performing folk dances, for instance. It allows for practice of skills within a games situation where the teacher decides on the nature of the practice and the time allocated to it or the number of repetitions.

Direct teaching is appropriate too for use when organising activities, ensuring that safety practices are being adhered to and that the handling/use of PE equipment is safely monitored.

**Guided discovery approach** – The guided-discovery strategy involves the teacher eliciting the correct response from children through questions and problem solving, leading to one or more appropriate responses and successful activity. Children learn to take initiative, develop rules and interact successfully.

**Integration**– Physical education has many objectives which are developed by other subjects such as Gaeilge, English, art, music, mathematics and especially social, personal and health education.

The development of these subjects can be enriched through a programme of physical education which is rich and varied.

Sa scoil seo, deanaimid iarracht an Ghaeilge a usáid go nádúrtha mar ghnáth-theanga i rith corp oideachais.

In Scoil Mhuire GNS we will use methods that encourage maximum participation by the child through group work:

- ✓ Individual
- ✓ pair
- ✓ group
- ✓ team play

Team play is appropriate for children from third to sixth class, but team play should always suit the individual needs of the child and it is the result of development of skills and drills that start at an individual level and follow the above sequence.

Small-sided games and mini versions of games with modified rules are most suitable. Larger groups of children can work together in dance and gymnastics lessons from third to sixth class, developing from initial work undertaken individually to work with a partner and work as a member of a small group.

#### Stations/ Circuits

The use of 'stations' is appropriate in teaching games, gymnastics, outdoor and adventure activities, athletics or aquatics. This is a framework which allows maximum numbers of children to participate, providing opportunities for continuous practice for groups working on different tasks at the same time.

#### **A PE lesson will keep to the following structure:**

Warm Up

Main Activity

Individual, pair, group or teams

Stations

Cool Down.

Teacher Guidelines, lch.51

Teacher Guidelines, lch. 51

Teacher Guidelines, lch. 53

#### **Assessment and Record Keeping**

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

Through our teacher planning and Cuntaisí Míosúla we keep a record of progress from year to year to avoid unnecessary overlap and optimum revision and practice.

- Willingness to participate in activities
- Confidence and self esteem
- Readiness to engage with a certain activity
- Ability to 'perform' the given activity and the child's skill level in the 'performance'

- Interest and attitude to activity
- Willingness to cooperate in individual, pair and group activities

We use

- Teacher observation
- Teacher-designed tasks
- Performance in competitions

Assessment is used to provide:

- information on each child's progress
- class progress
- school progress from year to year
- 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 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 the children how to develop self-awareness and one's own progress

### **Children with Different Needs**

- Teachers in Scoil Mhuire GNS 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 have to focus on the abilities of each child and differentiate accordingly.
- Ensure that directions have been understood
- Assist where necessary
- 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 of the PE curriculum they excel in.
- Such children will be encouraged to further develop their talent by forging links with local clubs (if links have not been established already) so the child(ren) can bring their talent to a higher level. The children with exceptional ability will also be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.
- Leadership will be encouraged especially through:
  - The in-school football league

- Helping younger classes in Active Schools week
- Shy/self-conscious children will be encouraged to participate in all PE activities and we will acknowledge good effort always.
- Activities should be achievable and also challenging
- Reasonable targets will be set for all children at individual, pair and small group levels.

### **Equality of Participation and Access**

In planning for PE we are going to pay attention to the following areas in order to promote equality of access and participation

We will provide equal access for all children to all strands of physical education, except swimming which is in 5<sup>th</sup> and 6<sup>th</sup> Classes only.

This decision was taken in collaboration with parents because the logistics of getting children to and from the pool are enormous and we have 4 pools in the locality making it very accessible outside of school hours. Activity in the playground during breaks will be considered an integral part of the school's programme of PE.

- As a staff we will help children to build positive attitudes towards all activities.
- We will take into account the needs of individual girls and classes as groups when promoting the health-related fitness of children.
- We will enter teams in inter-school competitions and in competitions within Scoil Mhuire GNS itself.

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, go mór, mór i rith Seachtain na Gaeilge .

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

Introduction of games from different countries during Erasmus project adds an extra dimension to PE. Gaelic Games will continue to receive primary consideration as part of the Games programme in Scoil Mhuire GNS.

In line with Department of Education and Skills recommendations, it is the policy of Scoil Mhuire GNS 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 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**

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

PE is a source of enjoyment for children and is perfect as a curriculum area for linkage. Teachers in Scoil Mhuire GNS are happy and to consider how objectives can be achieved through the integration of PE with many other subject areas and lifeskills.

Integration is encouraged where it is natural and where children's learning, enjoyment and wellbeing can be maximised.

The school sees particular opportunities for integration with other subjects such as Gaeilge, English, Art, Music, Mathematics and especially SPHE.

## **Code of Ethics**

Please see Scoil Mhuire GNS

- Child Safeguarding Policy and Checklist
- SPHE plan
- Safety Statement
- Healthy Eating-Healthy Living Policy

## **After-School Activities**

Scoil Mhuire GNS provides further opportunities for P.E. within an extra-curricular programme. These opportunities may include

- Football
- camogie
- tag-rugby
- athletics
- cricket
- tennis
- swimming

## **P.E. Equipment and ICT**

The school has an inventory of PE equipment and resources

The equipment is stored safely and available to all teachers. A key for the sports shed is available in the office. IT is opened each morning and locked again in the evening.

Indoor resources are stored in the hall

P.E. equipment is purchased as the need arises.

ICT will be used to supplement and research specific areas within the P.E. curriculum as children complete units of work. Online activities are used for activities such as Dance and Fitness, Movemantor wellbeing breaks

## **Health and Safety** (Refer to school's Health & Safety Statement)

Scoil Mhuire GNS staff takes due care in the area of PE and the delivery of a programme of optimum benefit to all children, while at all times, considering the Health and Safety of PE as a priority.

Attention is drawn to and great care is taken in the following:

- warm-up at the start of all physical activity
- practicing in confined spaces
- use of equipment and care in taking equipment out to use and in returning it to its place of storage – Teachers note that this is not the responsibility of children and children should not be left unsupervised when getting or returning PE equipment
- accidents
- supervision during PE lessons and on visits out of the school
- activities involving the whole school yard
- procedures for dealing with accidents according to Scoil Mhuire GNS First Aid Policy

Staff members are aware that certain children have specific medical conditions. Details of pupils with specific medical needs are displayed in the staffroom.

### **Individual Teacher's Planning and Reporting**

All teachers will have access to the P.E. plan and will be encouraged to refer to it when doing their long term and short-term planning. Teachers at the same level are encouraged to plan together.

The Cúntas Mhíosúil is an important plan and record of work carried out in P.E. Teachers will record their work in P.E. for a particular month.

### **Staff Development**

Teachers have access to reference books, resource materials, equipment and websites dealing with P.E. From time to time P.E. will be on the agenda of our Teachers' Meetings. One of our AP II posts hold the responsibility for PE. This gives an opportunity for members of staff to share ideas that are working for them and expertise that individual teachers have gained on CPD courses in PE.

Teachers will be informed about upcoming courses in the education centres and other bodies providing professional development through the Staff Room Notice Board. We receive a great deal of support for pupils and staff from the local clubs such as Clannagael Fontenoy, Railway Union and Pembroke all of whom provide coaching during core school hours and after school. We avail of support in this subject from the PDST cuiditheoireacht service.

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

- Parents with a specific sporting skill may be invited to assist with particular aspects of the P.E. plan e.g. dance, orienteering, fitness - especially during Active School Week.
- A copy of the P.E. plan will be made available in the office and on the school website for perusal by parents.
- Parents can support the child in fostering interest in P.E. without putting undue pressure on children only to win, by encouraging them to participate actively in P.E. class and extra-curricular activities.
- Parents are invited to view the children's participation in P.E. at the school's annual Sport's Day and at inter-school competitions.

## **Community Links**

- Members of clubs/groups in the community may be invited to support the school's P.E. programme.
- Sports persons with an understanding of the P.E. curriculum in the locality may be asked to work with the children or up-skill staff.
- The children may be brought on excursions to promote appreciation of aspects of P.E. e.g. school tours to Croke Park,
- Various means of communication will be used to contact other schools or community groups to promote the P.E. e.g.
  - Clannagael Fontenoy
  - local blitz events

## **Success Criteria**

- Pupils progress and enjoyment
- Pupils sense of wellbeing as observed by teachers and parents
- Teachers' short-term and long-term planning is based on this plan
- Procedures outlined in this plan are consistently followed

Means of assessing the outcomes of the plan include:

- Teacher/parent feedback
- Children's feedback
- Maximum participation by all children
- Development of skills and understanding
- A balance between competitive and non-competitive activities
- Providing opportunities for achievement for every child at her own level and with an element of challenge

## **Implementation**

### **Roles and Responsibilities**

All teachers have responsibility for the implementation of the curriculum within their own class. The post holder (currently Mr. Donncha Cleary) will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

### **Timeframe**

Implementation is on-going.

### **Review Roles and Responsibilities**

Each teacher and the staff as a group will evaluate the progress in P.E. by regular review during Teachers' Meetings and planning sessions and constantly referring back to our stated objectives.

### **Ratification and Communication**

This PE Policy was reviewed by a sub-committee of teaching staff members during Term 1 of the 2013.

It was subsequently reviewed, updated and approved by teachers in 2015.

The PE Policy ratified by the Board of Management at its Meeting in April 2015.

The Policy has since been updated by the Teachers in light of the school's involvement with the 'Active School' scheme, and the new regulations re Child Safeguarding. The BOM has noted the updates as and when the new guidelines for Child Safeguarding were ratified in 2018

The PE Policy is also included on the Scoil Mhuire GNS website at [www.scoilmhuiregns.ie](http://www.scoilmhuiregns.ie)

Implementation Date: Implementation of this Policy Statement shall commence with effect from May 2018.

Timetable for review: It is the intention of the BOM to review this Policy Statement from time to time. In this regard feedback from all members of the school community is encouraged.

Signed: \_\_\_\_\_ Dated: May 2018  
Ms. J. Henry Chairperson

## **Appendix 1**

### **Useful PE Websites**

#### **General PE**

- <http://www.pecentral.org/lessonideas/pelessonplans.html>
- <http://www.scoilnet.ie/StudentsPrimary.aspx>
- <http://www.lessonplanspage.com/PE.htm>
- <http://www.primaryresources.co.uk/pe/pe.htm>
- <http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/index.aspx> [UK curriculum + attainment targets]
- <http://www.seomraranga.com/pe.htm#Resources> [links to several PE sites, including printable flashcards]
- <http://www.pcsp.ie>
- <http://www.irishprimarype.com>
- <http://www.gameskidsplay.net>

#### **GAA – Skills**