



**PE**

**Policy**

**Ceann Eitigh National School**

**Kinnitty National School**

### **Introductory Statement**

This Physical Education plan for Kinnitty National School was formulated in consultation with the teachers and members of the Board of Management.

### **Rationale:**

Physical Education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. We aim to provide optimum learning opportunities for the children in our school by maximizing active learning experiences and approaches which benefit each individual child.

This policy was devised:

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

The purpose of this plan is to provide practical guidance for teachers, parents, and other relevant persons on the provision of effective Physical Education in our school.

### **Vision:**

Physical Education is distinguished from other curricular areas by its focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. In Kinnitty National School, by implementing a diverse range of experiences that provide regular, challenging physical activity, the balanced and harmonious development and general well-being of every child can be fostered.

Through our physical education programme, our children can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education provides opportunities to develop desirable personal and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to co-operate in group situations. These opportunities contribute to the understanding and promotion of a healthy lifestyle. Physical education, as an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the children in our school.

We aim to provide Physical Education opportunities which meet the physical needs of each child and their need for movement experiences, challenges and play. We aim to develop a desire for daily physical activity in all of the children through encouraging constructive and active use of free time, so that children will be motivated towards participation in physical activities in adult life. To fulfill these

needs, our Physical Education programme is built on the principles of variety and diversity. We aim to provide a wide variety of movement activities appropriate to the level of development of each individual child.

### **Aims:**

We endorse the aims of the Primary School Curriculum for Physical Education:

- to promote the physical, social, emotional and intellectual development of the child
- to develop positive personal qualities
- to help in the acquisition of 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
- 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, analyze, 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*

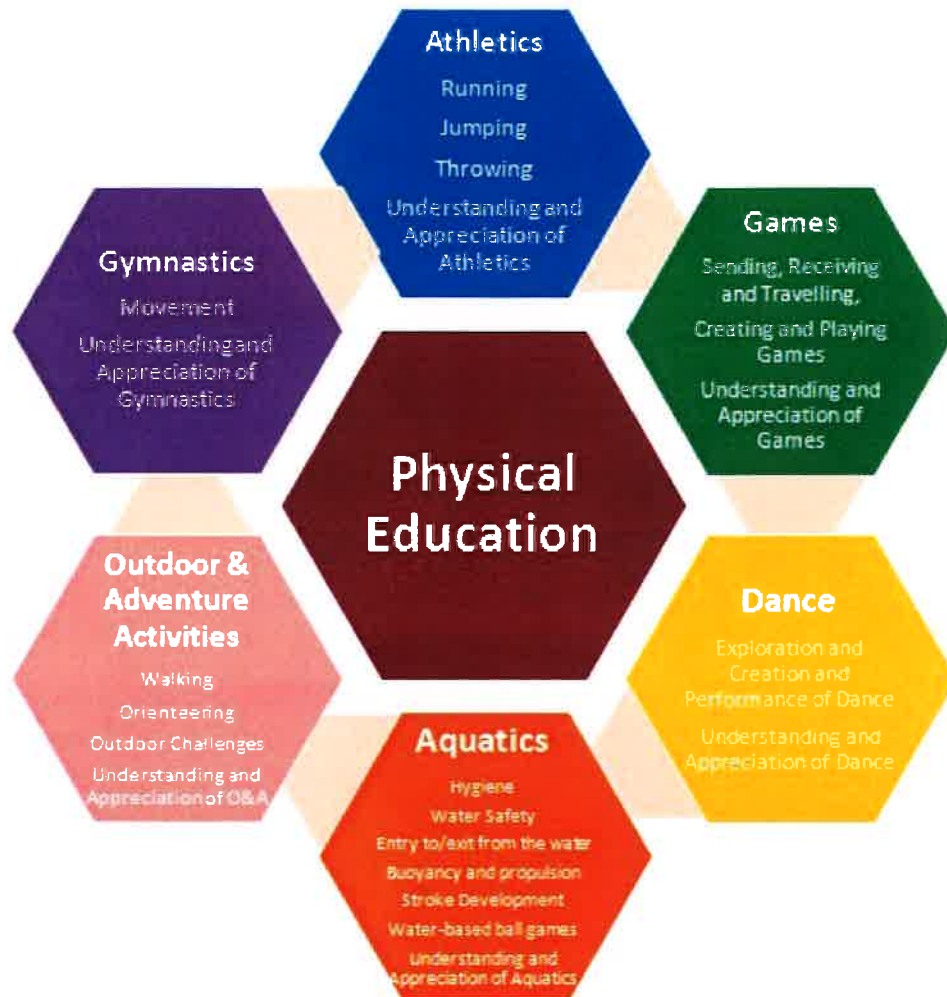
- maintain and enhance health-related fitness through vigorous physical activity that helps to promote a healthy life-style
- understand and practice good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

### *Development of safety*

- adopt safe practices in all physical activities.

### **Content of Plan:**

### **Curriculum Planning:**



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The PE curriculum is organised into the six strands shown above.

These strands and strand units can be found on the following pages of the Physical Education Curriculum;

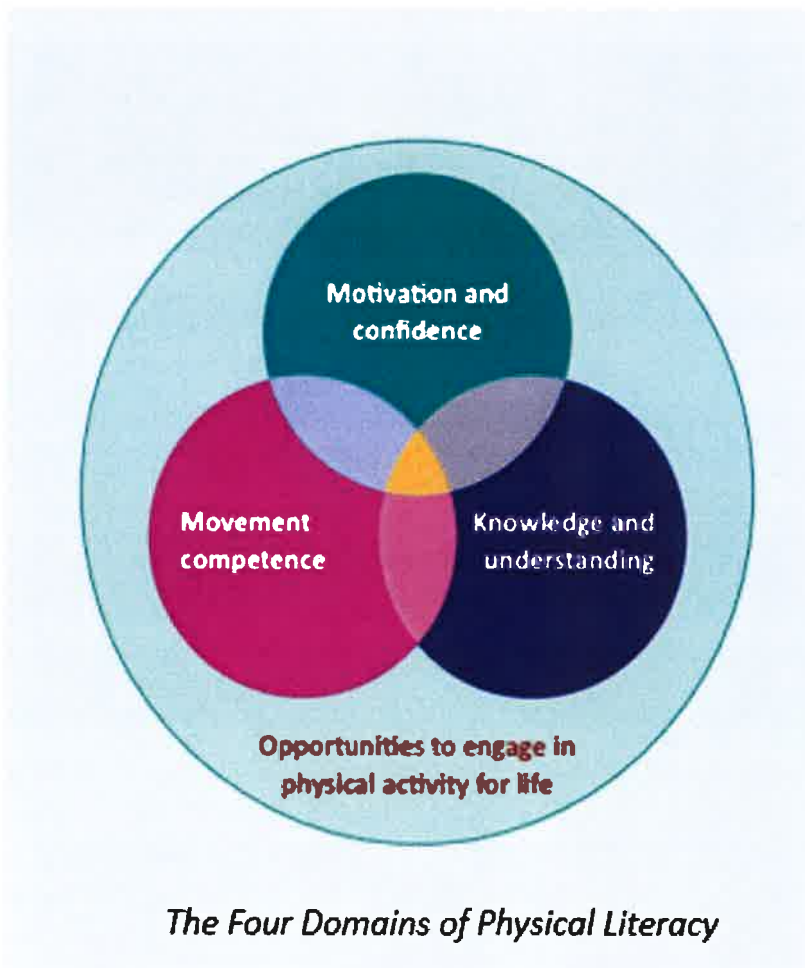
- Infant classes pp.16-23
- First and Second classes pp.24-34
- Third and Fourth classes pp.38-46
- Fifth and Sixth classes pp.48-59
- Aquatics: Third to Sixth classes pp.62-64

In planning for teaching PE, teachers will be guided by the PE Curriculum Teacher Guidelines and will also use the PDST Move Well, Move Often Physical Literacy

Resource. Teachers may also use PE lesson plans prepared by the Primary School Sports Initiative- PSSI Lesson Plans.

### **Developing the Physically Literate pupil in Physical Education**

We use the Move Well, Move Often resource to support the teaching of Physical Literacy in Kinnitty NS. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey. Physical literacy includes four essential and interconnected elements whose relative importance may change throughout life: Movement Competence, Motivation and Confidence, Knowledge and Understanding, and Opportunities to engage in physical activity for life.

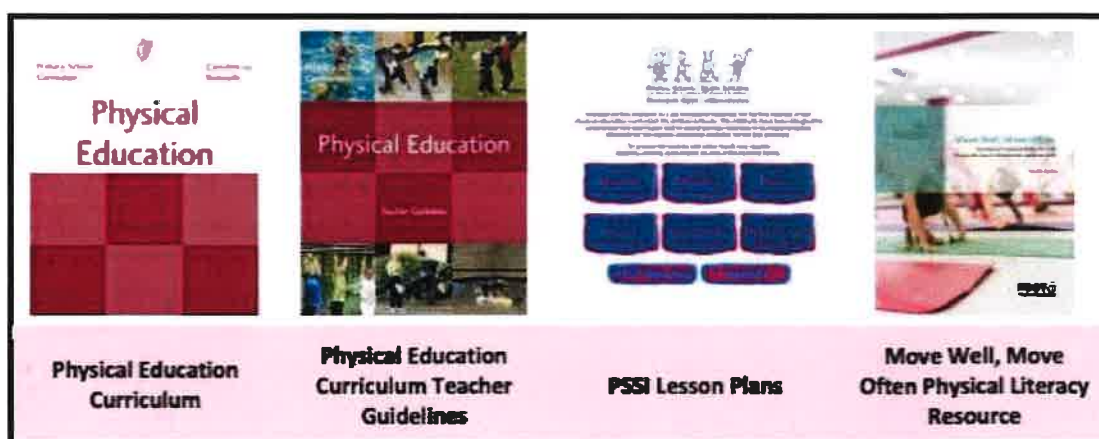


Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy lifelong enjoyment and for sporting success. To become physically literate, pupils need to master fundamental movement skills (FMS) through a series of developmental stages. FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is

only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours.

<b>Locomotor Skills</b> Transporting the body in any direction from one point to another	<b>Stability Skills</b> Balancing the body in stillness and in motion	<b>Manipulative Skills</b> Control of objects using various body parts
<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Jumping for height</li> <li>• Jumping for distance</li> <li>• Dodging</li> <li>• Side stepping</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing</li> <li>• Landing</li> </ul>	<ul style="list-style-type: none"> <li>• Catching</li> <li>• Throwing</li> <li>• Kicking</li> <li>• Striking with the hand</li> <li>• Striking with an implement</li> </ul>

In Kinnitty NS we recognise that it is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Our focus is the development of fundamental movement skills within the strands of the PE Curriculum. Our whole school plan for PE reflects this approach. Teachers in Kinnitty NS will utilise the following core resources to support planning for and teaching a broad and balanced programme of Physical Education:



The role of the teacher is to

- Help each child to develop a positive self-image and sense of fair play and cooperate with others,
- Ensure that the child experiences a variety of vigorous and challenging activities,
- Foster a stimulating and secure environment in which the child can be creative and



imaginative,

- Link physical education activities with other curricular areas when appropriate,
- Evaluate the programme and assess the progress of each child,
- Provide information to parents, in line with school policy, about the class programme for physical education,
- Have due regard for safety by ensuring that each child adopts safe practices.
- Teachers will devise a balanced programme in line with this plan which meets the needs of each child in their class. Where possible, children will have experience the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities. Aquatics will be provided for a six week block for 3<sup>rd</sup> to 6<sup>th</sup> class.

### **Continuity and Progression**

Teachers will ensure there is continuity and progression from class to class by

- Utilising appropriate warm-up activities relative to each class level.
- Following the structure of the Whole School Plan.
- Recording the content covered at each level in each strand (Cúntas Míósúil)

### **Approaches and Methodologies**

Teachers may use a combination of the following approaches or methodologies;

- Active learning:
- Guided discovery-Enquiry
- Talk and discussion
- Problem solving
- Collaborative/Co-operative learning
- Using the environment
- Skills through content
- Use of ICT
- Free exploration of materials
- Learning through play
- Direct teaching
- Station teaching
- Co-operative games
- Grid based teaching
- Exploration of movement (gymnastics and dance)
- TGFU – teaching games for understanding
- Problem based learning
- Use of books, images and video as stimulus

### **Multi-class teaching**

Individual and partner work can be facilitated through good communication, good planning and good organisation from the PE teacher. For children of different age groups and who are at different stages of development, having older or more able



peers around will assist them through their zone of proximal development. The play area and available space during PE classes is either divided up and used separately, or shared by the multiple groups who are working together in developing new skills. Follow up activities to a basic lesson include small sided games. These games are designed to practise the skill learned during the lesson but in a more fun and enjoyable way. The main focus is on enjoyment and fun while developing the acquired skill. Another follow up activity is conditioned games, where teams compete against each other in a controlled and noncompetitive environment. When groups are assembled during an activity, they consist of mixed age and mixed ability. This allows the more able and confident children to share ideas and knowledge with the less confident and able children. The less able children can even be chosen to be a leader or captain of a group to help them be more open to and feel more positive about learning. In essence, the children are teaching each other through the guidance of the teacher.

### **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.

In order to make our PE curriculum inclusive and accessible, the following ideas may be considered when planning for inclusion of students with disabilities and Special Educational Needs:

- Skills, concepts and activities will need to be redefined and broken down into progressive stages to meet the varying abilities of these students.
- Learning expectations should be reasonable in meeting the balance between familiar and unfamiliar skills and activities.
- Realistic targets should be set, appropriate activities and equipment should be chosen, and sufficient time should be given to bridge the gap between applying familiar skills and learning and applying new skills and concepts.

- Positive reinforcement should be given frequently, the ability of the students should be emphasised, and appropriate activities should be provided in order to improve the self-esteem and confidence of these students.

### **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 Gaeilge, Drama, SPHE and Music among other subjects.

Theme based activities are used to support integration by staff when possible.

They are recorded on fortnightly plans.

- 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.

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

The teachers in the school constantly assess in the PE 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 an activity or FMS
- Interest in and attitude towards an activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Teacher- designed tasks

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitate 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 self- assess and peer assess.

Teachers will refer to the PDST teacher checklists, peer observation checklist and Individual Assessment Profiles from the Move Well Move Often website and resource pack.

Assessment information is shared with parents at Parent Teacher meetings and in end of year school reports. The school will communicate through the school newsletter and Seesaw as a home-school link. If concerns are noted during the year parents may be contacted. Information is shared between teachers during the year as need arises and in particular in the case of formulating Individual Education Plans for children with additional needs.

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

- We will endeavour to ensure that all children from infants to sixth class will partake in all six strands of the curriculum during their primary education.
- Aquatics will be provided once a week for a six week block for 3<sup>rd</sup>- 6<sup>th</sup> class.
- 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.
- Our yard is divided into sections for safety reasons. Each class has a designated area to play in.
- As a staff we will help children to build positive attitudes towards all activities.
- All children are encouraged to participate in school team sports. Selection of school teams are decided by the teachers. While it is hoped that all children would get to participate, the management team will consider the following when selecting the team. This includes participation and interest shown at training sessions, level of ability and previous performances.
- In Kinnitty NS various staff members will provide school training in football, hurling and camogie for 3<sup>rd</sup> – 6<sup>th</sup> class throughout the year. Competitions such as the Cumann na mBunscoil will be entered every year where possible to promote Gaelic Games in our school.

#### **Organisation:**

In this school all classes will timetable two 30 minute physical education lessons per week. The Whole School Plan below will see all classes develop a strand over a six week block with an emphasis on a Fundamental Movement Skill during that period. It is intended that one teaching point per skill is taught per week. Fundamental movement skills will be covered over a two year period and this plan offers a balanced approach to the teaching of all the fundamental movement skills necessary to a child's development.

### **Timetables:**

Time allocated to Physical Education in every class will be as outlined in the Introduction to the Primary School Curriculum. Some discretionary time may also be allocated periodically to work on Physical Education. Time can be blocked for specific skills when relevant: a six week programme of visits to a local swimming pool to develop the Aquatics Strand for 3<sup>rd</sup> – 6<sup>th</sup> class pupils.

Discrete time can also be used for Physical Education. We aim to cover the six strands as equally as possible.

The teaching of Physical education is allocated as follows:

- Infant classrooms: 1 hour per week
- 1st-6<sup>th</sup> class: hour per week

Fundamental movement skills will be covered over a two year period and this plan offers a balanced approach to the teaching of all the fundamental movement skills necessary to a child's development.

### **Active School/Health Promoting School**

Kinnitty NS is both an Active School and a Health Promoting School. The Active School Flag (ASF) is a Department of Education and Skills initiative supported by Healthy Ireland. The ASF is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often. In order to achieve the ASF, we began the process by self-evaluating our current provision across three areas: Physical Education, Physical Activity and Partnerships. We were awarded our first ASF in 2018. The flag remains valid for a period of 3 years after which time we will be invited to re-apply. We are currently renewing our ASF. Each year, Kinnitty NS 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. This will take place in May/June. This is due to better weather conditions for outdoor activities. In addition to PE we prioritise physical activity throughout the day during Active Schools Week.

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

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.
- Any coaches working in the school context should undergo Garda Vetting and will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. 'Adults interacting with children in sport (referred to as Sports Leaders in this Code) are in a position of trust and influence. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general.
- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a PE class), all teachers will adhere to the Department of Education and Science Child Protection Guidelines to be used with the 'Children First Guidelines' (2011) produced for all personnel working with children.

### **Displays:**

- In order to ensure a PE rich environment, the school will have a dedicated noticeboard for Physical Education. The use of pictures and videos will be vital in recording PE activities. The display of these pictures on the noticeboard and on the school website will give an opportunity to children to see themselves and others in action.

### **Resources and ICT:**

Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the AP11 and is checked and updated at the beginning and end of each school year.

- The equipment is stored in our PE store room in the school. Each teacher has the responsibility to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported to the AP11 as soon as possible.
- Some of the resources available to teachers can be seen in the table below;

- |                  |                          |                          |
|------------------|--------------------------|--------------------------|
| ● Beanbags       | ● Basketballs/footballs  | ● Small soft balls       |
| ● Cones          | ● Hula hoops             | ● Markers                |
| ● Lilly Pads     | ● Hurdles                | ● Tennis Rackets         |
| ● Skipping ropes | ● Uni-hoc/hurleys sticks | ● Wooden eggs and spoons |
| ● Racquets       | ● CD player              | ● Benches                |
| ● Parachute      | ● Gym Mats               | ● Softballs              |
| ● Rugby balls    |                          |                          |

**Health and Safety Considerations (Refer to the school's Health and Safety Policy):**

Issues identified as being health and safety issues in a PE context include warm- up at the start of all physical activity, practicing 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

- Ensure shoelaces are tied, clothing is tucked in and all jewellery is removed.
- Ensure the playing area is free of obstructions, trip hazards and dangerous objects.
- Ensure the playing area used is an adequate distance from walls and other fixed furniture, allowing a safety one for pupils to slow down and stop when necessary.
- When using pair or group work, ensure there is adequate space between groups to prevent collisions.
- Encourage pupils to keep their eyes open and head up when moving in a condensed playing area.
- Remind pupils about safe, respectful tagging. Ensure that pupils do not grab or push each other, and that they use hands to gently tag their opponents, on the back of the torso between the hip and the shoulder. Explain clearly to pupils the correct way to tag safely.
- Many fundamental movement skills, particularly locomotor skills, can be strenuous in nature. Allow pupils the opportunity to rest or stretch at regular intervals during activities.
- For safety reasons encourage the concept of spatial awareness regularly. Invite pupils to imagine that they are inside a bubble, and if they touch anyone else, their bubble will burst.
- When using an implement, ensure pupils position themselves a safe distance back from the striker. Use cones spot markers to identify safe zones and striking zones when necessary.
- The safety statement within the school plan should contain procedures to be adopted should accidents occur in the physical education lesson.

### **Individual Teachers' Planning and Reporting:**

The whole school plan and the curriculum documents for Physical Education 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.

Teachers will plan based on the strands and specific Fundamental Movement Skill as outlined on the yearly timetable. Teachers will select one two teaching points each week to encourage fundamental movement skill proficiency based on the class level. External providers will be made aware of the FMS to enhance the children's learning.

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

### **Staff Development:**

- Teachers are supported, where possible by the Board Of Management to develop their range of skills and expertise in Physical Education. Attendances at courses in the Education Centres are promoted and the sharing of knowledge and skills facilitated at staff meetings or at school planning days. This will help strengthen the school's pedagogical approach in relation to physical education.
- Teachers have access to current research, reference books, resource materials, and websites dealing with PE. The principal will take responsibility for monitoring developments.
- 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.
- 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 by way of local sports development officers coming to do lessons workshops. These situations can be used by teachers to up skill or refresh a specific sport or skill.

### **Parental Involvement:**

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

- We will ask all parents to support their children to participate in all strands of the PE curriculum.



- We will ask parents with recognized areas of expertise in the area of PE and or sport to support us in our efforts if their talents will be of benefit.
- Parents will be informed regularly on the school newsletter of the sporting areas the children will be focusing on at particular times during the school year.
- Parents are invited to view the children's achievements in PE via the school website and the school newsletter.
- Special events are held, *e.g. Sport Day, Active Week, European School Sports Day.*
- The PE plan will be communicated to parents through the PA and is available on the school website.

### **Community Links:**

Local organisations are invited to provide information on the services that they provide. We are very much 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.

### **Success Criteria:**

The success of this plan will be measured by the following criteria:

- Implementation will be evident in teaching and learning in the classroom
- Continuity of content and methodology will be evident in teachers' planning and monthly reports
- Ongoing evaluation should demonstrate that pupils are acquiring an understanding of the artistic skills and concepts
- Feedback from teachers/pupils
- The maximum participation of all children
- The level of enjoyment exhibited by the children
- The development of independent creative thinking
- The development of skills and understanding

### **Roles and Responsibilities:**

Staff members will pool information on sources of support for implementing the Physical Education programme.

These sources of support may include:

- Parents as partners in education
- Parents as links with the community
- Local Sporting Stars
- Sporting Organisations
- Active School Programme
- ICT
- Education Centres

**Timeframe:**

This school policy will be implemented during the 2021/2022 school year.

**Review and Ratification:**

This policy will be reviewed every three years or sooner should a need arise. Parents and staff will be informed of any amendments made.

This policy was ratified by the Board of Management on the 24<sup>th</sup> November 2021.

**Chairperson** Leo Minnock **Date** 24/11/2021

**Principal** B. Houry **Date** 24/11/21