

# **Scoil Naomh Treasa**

## **Physical Education (PE)**

### **Introductory Statement and Rationale**

#### **Introductory Statement**

This physical Education (PE) policy was reviewed on 19<sup>th</sup> May 2016 during a staff meeting as part of whole school review of Physical Education for SSE which included extensive discussion and review of practices throughout the year. This policy was designed to adhere to the recommendations outlined in the Physical Education Curricular guidelines as applicable in our school and to ensure that the pupils of St. Teresa's N.S. are offered a comprehensive P.E. curriculum.

#### **Rationale**

This policy was developed to conform to the principles outlined in the primary curriculum, to allow for a review of P.E. as it has been implemented in the school to date and to allow the teaching and learning aspects of P.E. to develop within our school as part of SSE.

- 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

To begin our review teachers committed to monitor their delivery of the PE curriculum for an 8 month period to allow us review our policy in a realistic and informative manner – what are we delivering well – what needs review, etc. and all underpinned by our Vision and Aims for our school.

### **Vision and Aims**

#### **Vision**

In St Teresa's N.S. we seek to assist the children in our school in achieving their potential. We want them to develop as individuals who realise the importance of healthy living and exercise in their everyday lives and as such develop a healthy and positive attitude to exercise. We endeavour in our school to encourage a healthy environment and to promote an inclusive attitude to a wide range of activities including our national games and a "fun" attitude to participation.

#### **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 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.
- We aim to do all of this while aware that each teacher is faced with a multi class situation, in some cases working with children with disabilities, and have no indoor facilities in the school to allow for the administration of the PE curriculum on wet days and must travel to Ballintogher Hall to avail of same.

## **Strands and Strand Units**

Through our school planning and curricular overview, teachers within St. Teresa's N.S. have been made familiar with the Strands/Strand Units/Content /Objects for his/her class.

Further familiarisation can be achieved and reinforced through the following sections of the curriculum Handbooks:

- 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 will choose a range of activities for all strands for each class. (this will not include Aquatics which will be implemented in line with the schools swimming policy). Outside of that children will have access to the remaining five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities, with the Aquatics strand being supplemented by programmes like LAND PAWS where swimming lessons are not taking place. From September 2016 all teachers will deliver the Dance and/or Gymnastics strand in Term 1 and the other in Term 2 to help avoid an overemphasis on the Games and Athletics strands early in the school year.

We will endeavour to create a P.E. rich environment in the school:

Suitable videos  
 Suitable DVD's  
 Suitable CD ROMS  
 Suitable websites (see appendix)  
 Posters/Photographs/Newspaper cuttings

We will, using whole school planning, teacher information exchange, etc., help ensure that there is continuity from class and progression from class to class by

Developing appropriate warm-up activities for Indoor and Outdoor work at each level – specific mobility, strengthening and flexibility exercises appropriate to each class level. (Samples see PDST lessons).

We will develop a plan of e.g. specific dances which need to be covered by each class grouping to help avoid unnecessary repetition.(see Dancin Time DVD.)

We will endeavour to adjust content as necessary to cater for lack of equipment needed for certain aspects of the curriculum but not if it endangers the pupils e.g. long jump activities are not available in our school at present as we do not have a sand pit.

## **Approaches and Methodologies**

We will use a combination of the following approaches, e.g.

- Direct teaching approach p. 43
- Guided discovery approach pp. 43-44
- Integration pp. 45-49
- Visiting coaches/speakers

We will use methods that encourage maximum participation by the child through group work, e.g.

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

## **Assessment and Record Keeping**

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

We will assess

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

Our assessment tools include

- Teacher's observation
- Teacher Designed Tasks
- KWL
- Rate my work sheets
- Feedback

## Multi Class Teaching

There are many times in a multi class setting when children will be required to work independently of the teacher. We will use station teaching with groups of similar ability where seen to be beneficial by the teacher (i.e. the teacher will remain at one teaching station while the children at the other stations will have to complete a pre described activity).

At times we will have mixed ability groups and the more competent children will act as mentors for the less able children. However at times where the skill levels of a group is far more advanced than the rest, the lesson will be altered to extend that group in activities of their own.

## Children with Different Needs

Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities.

Use of programmes such as the School Enrichment Programme produced by Special Olympics Ireland may also be used as a useful reference.

Where possible, and where it is seen as beneficial by the teacher, services that the child with special needs is already availing of e.g. Physio /OT may be consulted with possible recommendations which may assist the development of the child.

Use of strategies such as

- S      vary the space
- T      time
- E      equipment i.e. make it bigger
- P      pace the activity

Children with exceptional ability/talent for P.E. will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the P.E curriculum they excel in. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged to maximize 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, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

All children will be encouraged to participate in all P.E. activities through the use of co-operative fun activities. We will also give encouragement and acknowledge good effort where ever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group level.

## Equality of Participation and Access

In planning for P.E. we are going to pay attention to the following areas in order to promote gender equity throughout the P.E. curriculum.

- All children from Infants – 6th class will participate in all five strands of the curriculum (implementation of Aquatics as per Swimming Policy).
- When grouping children for PE the school will endeavour not to group children solely on the basis of gender wherever possible.
- As a staff we will help children to build positive attitudes towards all activities.
- We will take in to account the needs of girls and boys when promoting the health related fitness of children.
- We will enter both boys and girls teams in inter school competitions and where necessary (if we have insufficient numbers and if competition rules allow) we will take the opportunity to enter mixed teams.
- Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. P.E. provides great opportunities for this integration:
  - Dance Strand allows for introduction of dances from other cultures.
  - Large Sporting Events offers the opportunity to look at customs etc.
  - Foreign games like cricket, rugby are becoming more popular.
- Every child will have access to all P.E. activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.
- When organising the Aquatics strand of the PE curriculum, St. Teresa's N.S. is unable to meet the cost of running an adequate aquatics programme. As a result, the BOM has given permission to charge a nominal fee to each child. No child will be denied access to swimming lessons due to lack of financial resources and the school has made provision for such children to attend classes.

## 7. Linkage and Integration

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

Themed based activities will be used to support integration especially in the gymnastics strand where the language of movement can be developed in tandem with the practical activities under the theme of travelling. Further language development can take place under the theme of Balance. Mathematical concepts in 5th and 6th class can be developed with the theme of symmetry and asymmetry in P.E. class.

## Organisational Planning:

## Timetable

P.E. will be implemented within St. Teresa's N.S. allotting the one hour per week timetabled by the DES. This hour may be broken into smaller workable units to best suitability levels, energy levels, weather etc.

<u>Term 1</u> Dance/Gym	<u>Term 2</u> Gym/Dance	<u>Term 3</u> Outdoor Activities
Athletics	Games	Active School Week
Games	Aquatics	Games

This school will use its Discretionary Time for the six weeks of the pool based activities undertaken to facilitate the Aquatics programme in the school – in order to cover the time travelling to and from the pool. (This will necessitate a move from the Literacy and Numeracy focus of the Discretionary Hour for that six week period).

The school will facilitate an Active School Week each year 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 P.E. curriculum as possible.

While the planning involved in the delivery of the PE Curriculum will be covered on a yearly/termly basis, weather conditions and/or special seasonal events, e.g. Olympic Games, Rugby World Cup, etc., weather forecast may lead to teachers altering their years planning on occasions.

## Code of Ethics

If coaches from a local or national sporting organisation are invited in to 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 and be present with the coaches for the coaching sessions.

Any coaches working in the school context will be expected to adhere to the code of Ethics of Irish Sport, produced by the 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 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 DES Child Protection Guidelines to be used with the “Children First Guidelines” produced for all personnel working with children.

### **After School Activities**

After school activities might be organised by the school. All children of relevant age/class level (as applicable) to the activity being offered will be invited to attend. These activities will adhere to the general principles of the PE curriculum of the school as follows:

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

Providing opportunities for achievement for each child

Providing activities equally suitable for boys and girls

School may enter the following competitions / leagues / games / activities

Be Active After Schools Programme

Cumann na mBunscol

Soccer Blitz

Youth Sport West Activities

Súgradh le Chéile

(this list is not exhaustive.)

The school will organise a sports Day each year where some parents coaches may be asked to assist the teachers in the organisation of some activities. Any parents/adults/child who comes to the school to watch the event of Sports Day are UNDER THEIR OWN SUPERVISION.

### **PE Equipment**

Our school has a detailed inventory of equipment and resources available for PE. This list is checked and updated at the beginning of each school year. Equipment is also checked and disposed of if not viewed to be in good repair. The store of equipment is added to each year

## **Health and safety**

Issues identified as being Health and Safety issues in a PE context include warm ups at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision on visits out of the school, 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 member s of staff will ensure that the following safety aspects will be taken in to consideration:

All children have to wear suitable footwear and clothing during a PE lesson. Children will be strongly encouraged not to wear jewellery during a PE lesson. If a teacher feels a certain item(s) of jewellery are hazardous to the child's safe participation in the sport (or in the safety of others) s/he will be asked to step aside from the class and remove/cover it (as necessary) so that it no longer poses a risk.

The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.

Children will be taught how to lift and carry all PE equipment safely.

In all PE classes, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.

Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.

Running activities will not finish at a wall or pole.

Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are for their safety.

We will endeavour to have an appropriate surface for the activities in the PE lesson.

Children will not be forced to do activities they are not physically or mentally ready for.

## **Individual teachers planning and reporting**

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



## **Staff development**

Staff development is encouraged. Teachers are encouraged to share their knowledge and interests and as such aid in the development of the PE skills of the staff in general. The school will make every effort to facilitate the development of staff in the area of PE.

## **Parental involvement**

We will ask all parents to support their children to participate in all strands of the PE curriculum. Parents with recognised areas of expertise in the area of PE and / or Sport may be asked to support us in our efforts if their talents will be of benefit. In order to implement swimming lessons and to partake in school sport, we may need the assistance of parents in a supervisory capacity, transporting children to sporting events and helping with supervision. Parents can also assist their children by showing their enthusiasm for their child's participation, practicing skills with them at home and assisting them in getting involved in related areas outside school hours e.g. community games, local club etc. As with any curricular plan in the school, parents can inspect the PE policy in the office.

Programmes hosted by the school, e.g. "Be Active After School" / "Súgradh le Chéile", will need a high level of parental support/involvement to proceed and this will be strongly encouraged by the school.

## **Community links**

We are very much aware of the schools 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 also make reference to famous sports people from our 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 has a notable victory, they may (if possible) be invited to the school to share the victory with the local children. The community may also be involved in fundraising for equipment for the school. Also, the renting of the Ballintogher Hall one day per week throughout the school year is an essential element of our ability to deliver a thorough curriculum.

## **Success Criteria**

The following methods will be used to ascertain the success or otherwise of this plan:

Teacher/parent/community feedback

Children's feedback regarding the activity level, enjoyment and skill development of the classes

Inspector's suggestions / report

Active School Status (and inspection reports re same)

Second level feedback

Success Criteria also incorporates the following:

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

## **Implementation**

### **Roles and Responsibilities**

The PE plan will be monitored and evaluated informally each May / June as the year nears an end and we can reflect meaningfully on how well the PE programme has been taught and received in the school. The following will be consulted in appraising the PE plan:

Teachers

Pupils

Parents

Post Holders

BOM / DES Inspectorate / Active Schools Report

Formal review of the PE is scheduled for January 2014.

### **Timeframe**

While most aspects of the PE curriculum have already been implanted within St Teresa N.S., this plan will be formally implemented from September 2016.

### **Ratification and communication**

The PE plan has been ratified by the Board of Management. This policy is also available for download from the school website.