**Physical Education (PE) Policy,**

**Scoil Cholmcille Junior, Ballybrack**

**Roll No: 19641T**

**Introductory Statement**

This current policy was reviewed by all partners in October 2016 in line with current practice and procedures for the teaching of PE in our school.

**Rationale**

This plan was devised in line with the 1999 Primary School Curriculum. The staff of Scoil Cholmcille Junior believes that Physical Education provides children with learning opportunities through the medium of movement and contributes to their overall development. In Scoil Cholmcille Junior we encourage the children to lead full, active and healthy lives. This plan was drafted:

* To benefit teaching and learning in our school.
* To contribute to the holistic development of children.
* For cross curricular purposes.

**Vision and Aims**

**(A) Vision**

In Scoil Cholmcille Junior we seek to assist the children in our school in achieving their full potential. We value all children equally while having due regard for individual differences and needs. We endeavour to promote the inclusion of all pupils throughout the physical education programme. We also seek to provide a wide variety of sporting activities covering all strand units. **Participation and enjoyment are the focal points of our programme**

**(B) Aims and Objectives**

*We endorse the aims of the Curaclam na Bunscoile 1999.*

* ***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.***
* ***To allow children to gain a sense of achievement through the acquisition of skills.***

**This PE Plan will be addressed under the following headings:**

**A. Curriculum Planning:**

**1. Strands and strand units**

**2. Approaches and methodologies**

**3. Assessment and record keeping**

**4. Children with different needs**

**5. Equality of participation and access**

**6. Linkage and integration**

**B. Organisational Planning:**

**1. Timetable**

**2. Code of Ethics**

**3. PE Equipment**

**4. Information Technology**

**5. Health and Safety**

**6. Teachers’ Planning and Reporting**

**7. Staff Development**

**8. Parental Involvement**

**9. Community Links**

**A. Curriculum Planning**

**1. Strands and strand units**

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| --- |
| In Scoil Cholmcille Junior the Physical Education Programme will include the following six strands as recommended by the Primary School Curriculum 1999. Children will access five strands each year. |

|  |  |
| --- | --- |
| Strand | Strand Units |
| Athletics | * Running * Jumping * Throwing * Understanding and Appreciation of Athletics |
| Dance | * Exploration, creation and performance of dance * Understanding and appreciation of dance |
| Gymnastics | * Movement * Understanding and appreciation of gymnastics |
| Games | * Sending, receiving and travelling * Creating and playing games * Understanding and appreciation |
| Outdoor and adventure Activities | * Walking * Orienteering * Outdoor challenges * Understanding and appreciation of outdoor and adventure activities |
| Aquatics | * Water Safety |

**2. Approaches and methodologies**

*(Pgs. 42-101 Teacher Guidelines)*

In Scoil Cholmcille Junior we use a combination of the following teaching approaches:

* Direct teaching approach.
* Guided discovery approach.
* Integration.

We use methods that encourage maximum participation by the child through group work.

* Individual, pair, group and team play.
* Station teaching.

**Structure of a PE lesson:**

**Warm up:** Pulse raising activities, stretches and mobility exercises

**Main Activity:** Running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc.

This main activity will take place at individual, pair and small group levels.

Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson.

**Cool Down:** Slower activities to reduce heart rate and prepare children for their return to the classroom.

**3. Assessment and record keeping**

*(*Curriculam na Bunscoile *pp. 68-74, Teacher Guidelines pp. 98-100)*

**In Scoil Cholmcille Junior assessment in this subject is based on:**

* Willingness to participate in activities and to ‘perform’
* Interest, enthusiasm/attitudes of children,
* Skill level,
* Willingness to cooperate with other pupils in structured activity.

**Assessment takes place on an on-going basis through:**

* Oral discussion (Recap): the PE teacher will ask the children **three** questions at the end of each lesson to determine whether or not they listened to the instructions and/or learned a new skill.
* Teacher observation.
* Teacher-designed tasks.
* Self-assessment by students.

The information gained from such assessment is used to determine whether the individual or group is ready to proceed to the next task or skill level. Feedback on the areas assessed e.g. willingness to participate, levels of co-ordination, where relevant are communicated to parents at parent-teacher meetings and on end of year report cards.

The resource teachers in Scoil Cholmcille Junior test all the junior infant children’s gross motor skills using the Smart Moves assessment programme. The children who qualify for the Smart Moves programme will attend a gross motor skills development class every Wednesday morning. Children from Senior infants, First and Second class will also attend. These children may have qualified for the programme when they were in Junior infants and are continuing the class or they may have been picked out by their class teachers. The children who attend the class will be re-assessed throughout the year to monitor improvements.

**4. Children with Different needs**

Where resources allow, every effort will be made in Scoil Cholmcille Junior to structure classes to support and include children with special needs (e.g. children with emotional and behavioural difficulties; children with learning difficulties; children with physical disabilities) and those with exceptional ability:

* Through the use of specialised equipment, when available.
* The support of Special Needs Assistants.
* Support of Specialised personnel and programmes.

The teachers will refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA (P.19, NCCA Draft Guidelines. Book 3- for Teachers of Students with Mild General Learning Disabilities).

A sensory room called ‘The Den’ has also been set up in the school. It is shared with the senior school. A timetable is in place for both schools. All children can avail of the facility if needed. The resource teachers use the sensory room with the children who attend resource. It is an active sensory room where children can wake up their bodies or self-regulate. There is a tent in the sensory room where children can calm down and relax before going back to the classroom.

**5.** **Equality of participation and access**

As stated in our Enrolment Policy Scoil Cholmcille Junior strives to treat all children equally. This is reflected in our physical education programme as follows:

* 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.

**6. Linkage and integration**

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

**Linkage**

As part of this school policy we aim to plan many playground games as part of an athletics or games unit

**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 (SPHE). The staff strives to identify opportunities which integrate with other curricular areas e.g. a P.E lesson involving maths (counting).

**Language Development**

Opportunities are given to pupils to talk and report about their own and others’ performance in PE and competitive events through discussion as a whole class group.

**B. Organisational Planning:**

1. Timetable

One hour per week has been allocated to the teaching of physical education in each class. This is split into **two** half-hour sessions as this provides the children with an opportunity to be active on two occasions in the week. An external P.E coach takes one of the sessions for each class and follows the teachers’ long term P.E plans.

Below is the whole school P.E plan used by all the teachers and the external P.E coach. The teachers follow the PE curriculum.

**Infant classes** pp.16-23

**First and Second classes** pp.24-34.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **September, October** | **November, December** | **January** | **February, March** | **April, May** | **June** |
| Games | Gymnastics | Games | Dance | Athletics | Outdoor and adventure activities |

At break times the children are encouraged to engage in constant activity through structured game playing, scoring, skipping and the use of the school grass area. Scoil Cholmcille Junior promotes and facilitates a Sports Day to promote physical activity for all children.

**2. Code of Ethics**

Scoil Cholmcille Junior adheres to the Child Protection Policy based on the Department of Education and Science ‘Children First 2012 guidelines. All coaches, who are used to support the class teacher in the implementation of some of the PE curriculum strands, are required to be vetted. These coaches are supervised by a member of the teaching staff at all times. Teachers actively support the coach by teaching with him/her so that children will gain maximum benefit from the PE class.

**3. PE equipment**

The Sports Co-ordinator has developed an inventory of equipment and resources. All equipment in the school is readily available and stored safely in the PE equipment room. Equipment is replaced and updated by the sports co-ordinator and Principal on a regular basis as resources allow. See list in appendices.

**4. Information Technology (IT)**

Information Technology is used as a means of integrating into other curricular areas. All teachers use ‘Go Noodle’ online for regular movement breaks within the classroom setting. Use of the internet provides knowledge and information on various aspects of sport. Online daily newspapers provide further information on current sporting events. Children are encouraged to extend their understanding and appreciation through the use of IT to develop reporting skills. From January 2017 the teachers will be regularly blogging school activities, including PE and sports onto the upgraded school website [www.scjballybrack.com](http://www.scjballybrack.com).

**5. Health and safety**

The Health and Safety Policy of Scoil Cholmcille Junior has influenced the development of the Physical Education Programme in the following ways:

* All lessons include the necessary safeguards and procedures to ensure the health and safety of the participants.
* Members of staff have up to date First Aid Training.
* Should an accident occur in the PE lesson we will follow the procedures outlined in our Health and Safety policy.
* Staff members are made aware of children who have specific medical conditions. Each teacher has a copy of the children’s specific medical conditions.

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

* All children are encouraged to wear suitable footwear and clothing during a PE lesson.
* We will endeavour to ensure that 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.
* In all PE lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after PE.
* Make sure the PE hall is empty of all furniture (e.g. tables, chairs, projectors).
* 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 there for their safety.
* We will endeavour to have an appropriate surface for the activities in the PE lesson.

**6. Individual teachers’ planning and reporting**

* Teacher’s individual plans are guided by the Whole School Policy on Physical Education and the curriculum documents for PE.
* Cúntaisí Mhíosúla serve in reviewing and developing individual planning and the whole school plan.

**7. Staff development**

* Teachers have access to current research, reference books, resource materials, and websites dealing with PE.
* Where resources permit demonstrations may be arranged to try out equipment/resources and assess whether or not they should be purchased
* Appropriate PE courses are available and teachers are encouraged to attend.
* Teachers are encouraged to share the expertise acquired at these courses at staff meetings.
* Opportunities for team-teaching will be encouraged in the future.
* Visitors with expertise in different areas of the PE programme are invited to the school for demonstrations. e.g. Skipping, Gaelic football, Dance.

**8. Parental involvement**

Parents are actively encouraged to support the PE programme in the following ways:

* The PE timetable is communicated to parents on the website and in note form at the beginning of the school year.
* Local parental expertise is encouraged to support the teaching of various strands such as athletics, games and gymnastics.
* Parents are invited to view children’s achievements in PE during the year at Sports Day.
* Parents can view our ‘Well Done Wall’ which displays achievements by children involved in sport/other hobbies outside of school.

**9. Community links**

* Children regularly go on school tours to local activity centres.
* Football clubs: Cabinteely club, Ballybrack club & Joey’s club.
* Local swimming pools- Loughlinstown leisure centre, Monkstown Bluepool.

**Success criteria**

It is expected this plan will further enhance the excellent Physical Programme which is currently being implemented in our school. The following will be indicators that the plan has achieved its aims:

* Teacher/ pupil/ parent feedback.
* Children’s feedback regarding the activity level, enjoyment and skill development of the classes.
* Inspectors’ reports/recommendations.
* 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.
* The school is providing opportunities for achievement for each child.
* The school is providing activities equally suitable for girls and boys.

**Roles and Responsibilities**

**Implementation**

The Principal in co-operation with staff and the sport co-ordinator will be responsible for the implementation of this programme.

**Review**

This plan will be monitored and reviewed on a regular basis at planning meetings and in the light of experience. Any staff member, board member, parent, guardian or student may request a review at any time and such a request will be dealt with as quickly as possible. Next review of this policy will occur before or during the school year 2021.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Chairperson of Board of Management) (Principal)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of next review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ratification and Communication**

The review of this policy was communicated and presented to the Board of Management in December 2016. A copy of this plan will be kept on file in the School Plan and will be posted on the school website [www.scjballybrack.com](http://www.scjballybrack.com).

**Appendix 1 Strand Units Junior and Senior Infants Classes (As per Curriculum Guidelines pgs. 16-23)**

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| --- | --- | --- |
| **Strand** | **Strand Unit** | **Activities** |
| **Athletics** | Running | Walking, jogging, relays,  sprinting. |
|  | Jumping | * Skipping with and without ropes * Jumping for height and distance |
|  | Throwing | Various types of throwing aiming for height and distance using different objects. |
|  | Understanding and appreciation of athletics | * Developing an understanding of basic rules of athletics events e.g. lane running, standing start. |
| **Dance** | Exploration, Creation and  Performance of Dance | * Perform simple movements to action songs e.g. Hokey, Cokey * Explore body movements at different levels e.g small step, wide step. * Expression through dance * Begin to develop partner work * Introduce sensitivity in   movement to music   * Whole school dance routine during music week. |
|  | Understanding and Appreciation of Dance | * Discussion of Dance phrases * Interpret emotion through   movement |
| **Gymnastics** | Movement  Understanding and Appreciation of Gymnastics | * Develop the basic movement actions e.g. balancing and rolling * Develop body awareness * Link skills to produce a short   sequence of movement   * Develop good body tension and   Gymnastics   * Discuss and identify body parts in movement * Identify qualities of balance |
| **Games** | Sending, Receiving and Travelling | * Development of ball-handling   skills   * Development of kicking skills * Development of carrying and   striking skills |
|  | Creating and Playing Games | * Create and develop games in   pairs   * Play simple playground games |
|  | Understanding and Appreciation of Games | * Develop problem solving and   decision making strategies   * Apply simple rules to games |
| **Outdoor and Adventure Activities** | Walking | * Undertake short walks e.g.   nature walks in Kilbogget. |
|  | Orienteering | * Identify area of school hall |
|  | Outdoor challenges | * Simple obstacle courses |
|  | Understanding and Appreciation of outdoor activities | * Develop an appreciation and   respect for the environment. |
| **Aquatics** | Water Safety | * ‘Be Safe’ programme * Irish Water Safety programme |

**Strand and Strand Units: 1st** **to 2nd** **Class Development on above Programme**

|  |  |  |
| --- | --- | --- |
| **Strand** | **Strand Units** | **1st-2nd** |
| **Athletics** | Running | * Walk, jog and running over specific distances * Introduction to hurdling |
|  | Jumping | * Explore various   ways of jumping   * Further development of   jumping for distance and height |
|  | Throwing | * Under and over   arm throw |
|  | Understanding and Appreciation of Athletics | * Understanding of pace * Understanding of   basic athletic moves   * Measure of achievement |
| **Dance** | Exploration Creation and performance of dance | * Explore a greater range of movements * Explore a range of   dynamics in movement   * Communicate through movement a range of moods and feelings |
|  | Understanding and Appreciation of Dance | * Observe, describe and discuss simple dances |
| **Gymnastics** | Movement | * Develop basic   movement actions  and practise and  perform the forward roll |
|  | Understanding and Appreciation of Gymnastics | * Observe and describe movement * Develop an awareness of others during gymnastics |
| **Games** | Sending, receiving and travelling | * Rolling and throwing balls at a target * Introduction of chest, bounce and overarm pass * Receiving a pass at   various heights   * Kicking and striking as above |
|  | Creating and playing games | * Develop games in pairs or small group * Develop mini version of games |
|  | Understanding and Appreciation of Games | * Develop control in movement skills relevant to games * Develop an understanding of the use of space |
| **Outdoor and Adventure**  **Activities** | Walking | * Undertake walks   outside school site e.g. Kilbogget park |
|  | Orienteering | * Engage in activities to develop directional sense * Find objects by following a simple plan |
| **Aquatics** | Water safety | * ‘Be Safe’ programme * Irish Water Safety programme |

**Reference Section**

* Primary School Curriculum. Your Child’s Learning: Guidelines for Parents
* Primary School Curriculum: Physical Education (1999)

Websites:

|  |  |
| --- | --- |
| **PDST** | **www.pdst.ie** |
| **Go Noodle** | **www.gonoodle.com** |
| **PCSP** | **www.pcsp.ie** |
| **SDPS** | **www.sdps.ie** |
| **NCCA** | **www.ncca.ie** |
| **NCTE** | **www.ncte.ie/internetsafety** |
| **DES** | **www.education.ie** |
| **INTO** | **www.into.ie** |
| **IPPN** | **www.ippn.ie** |
| **NPC Primary** | **www.npc.ie** |

**List of resources:**

Footballs

Small Basketballs

Tennis balls

Handballs

Sponge balls

Various play balls

Volleyball

Sponge Rugby balls

Hockey sticks, hockey balls

1 Cricket bat

Short handle bats

Tennis racquets

Badminton racquets, shuttle cocks

Tennis balls, small sponge balls, small plastic balls

Beanbags

Cones

Poles with stands

Volleyball net

Tennis net

Soccer goals

Sponge soccer balls

Basketball hoops mobile and stationary

Batons

Skipping ropes

Frisbees

Sponge javelins

Dance CD’s, Fitness Tests CD’s and CD player

Mats

Benches

Bibs

Tags for tag rugby

S.A.Q. Ladders

Tunnels

Space hoppers

Walking logs

Hula hoops (large/small)

**Sensory room**

Yoga mats

Plastic shaped hands/feet as markers on floor

Round plastic mats

Carpet floor mats in different shapes-square, circle, rectangle, triangle

Ribbons for dance

Climbing frame, wooden slide/ramp