

Physical Education

Physical Education Subject Plan for St. Mary's NS, Saggart, Co Dublin

Introduction

This Physical Education subject plan for St. Mary's NS, Saggart was formulated by the Principal and teaching staff. It was reviewed in December 2021 by Celine Glynn, PE Co-ordinator. The plan has been ratified by 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 lives¹.

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

Vision

We envisage that in PE, each child will be given the opportunity to develop their physical skills and competencies to their full potential, appropriate to their age and ability in a safe, supportive and fun environment.

We intend to incorporate the messages of the curriculum in our lessons:

Key Messages

- 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 of each child
- providing activities equally suitable for boys and girls

Aims

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

- 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.

¹ Page 2, PE Curriculum, 1999

Curriculum Planning

Strands and Strand Units

Our Physical Education curriculum is divided into six strands as recommended in the Primary School Physical Education Curriculum. These six strands are: Athletics, Aquatics, Dance, Games, Gymnastics and Outdoor and Adventure Activities. Each strand is subdivided into strand units.

The curriculum is designed to be spiral in nature. The children will experience all 6 strands each year. As they progress through the school, they will experience opportunities to refine and develop their skills, abilities, knowledge and appreciation in each strand. The six strands will be taught at each class level dependent upon the suitability of content for classroom or outdoor learning.

Where any class does not have access to a swimming pool, the strand units of Water Safety and Hygiene will continue to be addressed as part of the SPHE programme. We use the PAWS programme to support our Water Safety programme.

Physical Resources-Facilities and equipment

The following facilities are available to the children and staff for Physical Education.

1. School Yard
2. Basketball courts
3. Gaelic Pitch
4. PE Hall
5. PE store

Our school has developed a well-resourced Physical Education store containing the necessary equipment for the implementation of most strands (list in appendix). Equipment is checked regularly and stock replenished as often as budget allows. Teachers keep literature, DVDs, CDs, tapes, books and lesson ideas in their own individual classrooms. The school will also use the CD of PE lesson plans prepared by the Primary School Sports Initiative. Long term PE plans for each class are available on our staff share.

Approaches and methodologies

- We will use a combination of the following approaches:
 - Direct teaching approach
 - Guided discovery approach
 - Integration
 - Teaching games through understanding
 - Skill based approach
 - Cooperative learning

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

- Individual, pair, group and team play
- Station teaching
- Using a play area divided into grids

Structure of a PE lesson: The following structure has been recommended by the PDST and should be considered when planning and delivering your PE lesson.

Introduction

Begin by stating the intended learning outcomes for the class.
Ensure this outcome is linked to the fundamental movement skill being addressed.
Introduce a maximum of two teaching points for the FMS per lesson.
Revise prior learning in relation to the skill, where necessary, in a quick and concise manner.

Warm Up

Link this activity to the FMS being addressed where possible.

Main Content

Deliver the curricula content of the lesson in accordance with your PE plan incorporating two teaching points of FMS where appropriate. The FMS being addressed should not be the sole focus of the PE class.

Development

Consider using a teaching approach such as Whole-Part-Whole (other approaches are presented in the Physical Education Teacher Guidelines)
After introducing the teaching points set up a game or relevant activity (whole)
Pause the activity and teach one or two of the key components of the FMS in isolation (part).
Allow time for pupil reflection.
Then restart the game or activity to practice the skill in an authentic setting. (whole)
Note: Opportunities may arise for the teacher to support individual pupils through effective feedback and questioning.

Conclusion

Summarise learning.
Consider incorporating effective questioning or pupil self reflection.
This may also be a useful time to give homework or set a target for the next PE class.

Assessment and Record Keeping

As physical education is a physical activity-based area, most assessment is done within the lesson by observing, listening, asking questions and giving feedback to pupils. Teachers report annually to children, parents and relevant staff through parent-teacher meetings and end of year reports. Children may be asked to self-assess and peer assess where appropriate using templates. Teachers can use checklists to ensure FMS have been achieved. The use of Ipads to record progress and conference with children is encouraged. Assessment templates can be found here: <https://www.scoilnet.ie/pdst/physlit/assessment/>
Active journals that are used for homework can also be included in assessing PE.

We will assess

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

Our assessment tools are:

- o Teacher observation
- o Teacher-designed tasks

Multi-Class Teaching

- Individual or partner work will be facilitated, allowing for different activities, appropriate to different stages of development, using the same equipment and play area
- Follow-up activities to a basic lesson will be introduced, where one group has an opportunity to practise again what was covered in the basic lesson, while the other group moves ahead and develops further the content of the basic lesson
- Group work will be facilitated through the 'station' teaching method
- Support personnel provided by sports or dance organisations will be used to help with group teaching, where necessary.

Children with Different Needs

Teachers must allow for the needs of all pupils including those with physical or intellectual needs. This may involve adjusting particular tasks so that every child can participate in PE class. The PE lesson is an opportunity for the teacher to identify pupils with learning difficulties especially in the area of coordination, balance and motor skills. Following on from this, the class teacher in consultation with the special education teacher may draw up a programme focusing on particular skills. Every attempt, often with the valued assistance of additional staff (SNA), will be made to ensure that all children experience the richness and breadth of a full Physical Education curriculum.

- Teachers will support and ensure the participation of children with special needs
- Classes are organised/activities adapted to include children who may have physical disabilities
- Children with exceptional ability/talent for PE will be encouraged and supported
- We will encourage inactive/shy/self-conscious children to participate in PE activities.
- Teachers will use inclusive lessons
- Teachers will show evidence of inclusion and differentiation in their planning

Equality of Participation and Access

We promote the needs and interests of all pupils regardless of ability, culture, gender or aptitude. Quality work to the best of the children's ability is the target for everyone. Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

- In line with Department of Education and Science recommendations, it is the policy of St. Mary's National School 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 Board of Management has given permission to charge a nominal fee to each child.

Active Week

We have introduced an Active Week whereby we focus on outdoor activities and sports facilities in our local area. During Active Week we introduce a new physical activity to the children e.g. golf, horse riding, rounders, hockey, cricket, kick boxing, archery etc. We invite specialist coaches and include parents who have skills or interests in a particular sport. We end Active Week with our sports day. The Games, Outdoor and Adventure activities and Athletics strands are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside

Linkage and Integration

Our teachers have discussed the great potential for integration of PE with many other curriculum areas, and have agreed to plan their work accordingly.

Each teacher plans and organises to integrate other subjects into their own class preparation.

The areas identified for integration include:

- Gaeilge: cuid de na treoracha as Gaeilge, ceisteanna a chur, foclóir a bhaineann le cluichí éagsúla agus lúthchleasaíocht a úsáid.
 - Oral language development: interpretation of directions, descriptions of movements, discussion of rules, talking about their own and others' performance in PE, writing and telling of experiences in sport and outdoor activities; poetry, rhymes and literature to be used as stimuli for dance—such activities enable children to develop a vocabulary for discussing and critiquing PE activities.
 - Mathematics: appreciation of shape and balance; opportunities to estimate, measure, and compare; recording results, exploring angles, examining league tables, understanding directions, counting on and back; shape and space—spatial awareness.
 - SESE: Development of geographical skills such as using maps, study of the environment, origin of dance music, history of games and sports.
- Science: movement of the body—joints, muscles, bones, etc. Function of the lungs, heart rate etc.
- Drama: exploration, creation, and performance of dance.
 - Music: listening and responding to music, performing—song-singing with actions.
 - SPHE: Promoting enjoyment of and positive attitudes towards physical activity and its lifelong contribution to health,
Complements the strand unit 'Taking care of my body';

Engaging in outdoor activities, links with strand unit 'Environmental awareness and care'; Games and athletics provide opportunities for the child to learn to accept decisions and rules and to develop the concept of fair play, Connecting with the strand unit 'Relating to others'; Swimming and other aquatic activities to promote safety considerations developed in the strand unit 'Safety and protection'.

- Visual Arts: Art-work may be used as a stimulus for dance.
- STEM: teachers and children will use I pads to focus on correct form when examining FMS. Progression can be monitored with the use of video recording.

Organisational Planning

Timetable

Teachers are aware that 1 hour per week has been allocated as the minimum time allotted for Physical Education, and also that discretionary time is available for this as for any of the other curricular areas. When 1st – 6th classes are doing the 'Aquatics' strand of the PE curriculum each year they should not use their allocated slots for the hall as well. Their time at the pool, as well as their use of the PAWS programme online is used as their PE slot for the week. All classes should access the PAWS programme every year. This will ensure that all children (including those who do not attend swimming lessons) will learn about water safety.

Infant classes should focus on the PAWS programme during their allocated Aquatics slot on the annual calendar. They can use the leftover PE time to continue with the previous strand or to begin the next strand on their timetables.

There is a rota organised for the use of the hall.

Code of Ethics

All teachers and coaches working in the school context will be expected to adhere to the school Child Protection Statement. 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. All external coaches will be Garda vetted by our school.

Active Homework

Active Homework must be given at the start of each week. Teachers can find ideas for active homework in the 'Beyond the Classroom' section on Scoilnet

<https://www.scoilnet.ie/pdst/physlit/beyond/> This document is also saved in the PE folder in staffshare for all teachers to access.

Children are encouraged to practise what they have learned in the PE lesson at school by completing the corresponding activities at home. Each activity is accompanied by a video clip and contains a warm-up, an opportunity to practise the fundamental movement skill, a home challenge and a task to complete in the child's PE journal. This resource is available in

both English and Irish. home challenge and a task to complete in the child's PE journal. This resource is available in both English and Irish.

Extra-Curricular Activities

Opportunities are provided for children to participate in and enjoy a variety of extracurricular activities after school. Participation based extracurricular activities offer opportunities to all who wish from Junior Infants upwards to take part in these. School representative teams are also catered for in inter-school competitions. The school will organise a sports day for all children. Children are encouraged to play games and practice skills during break-time. Extra curricular activities offered in St Mary's are: Gaelic, hurling, fitness4fun, basketball, multisports, karate, dancing etc.

Information and communication technology

Information and communication technologies are used to supplement and research specific areas within the PE curriculum.

- The internet is used to gain information on many P.E. activities, sporting organizations and aspects of sport.
- Databases may be used to record P.E. activities, leagues etc within the school.
- Resources to supplement various P.E. activities eg. orienteering control cards may be designed on the computer and printed out for use by all classes.
- Assessment can be recorded using videos, online checklists.
- Teaching videos from scoilnet can be used to show children the correct methods and form of the FMS.
- Music is often used during the teaching of gymnastics and dance strands.

Health and Safety

The children are required to wear the school tracksuit and bring appropriate gear on the day they have PE. For health and safety reasons, children should not wear jewellery of any sort to school. Children should not carry out any PE activities in their socks. If children are not wearing appropriate footwear they should not do PE. Children are taught to handle all apparatus safely and carefully. Correct methods of lifting and carrying are also taught. Should an accident occur in the PE lesson we will follow the procedures outlined for accidents in our Health and Safety policy. Children are not allowed to go into the PE store. All equipment should be taken out and put back by a teacher or an SNA.

Individual Teachers' Planning and Reporting

This whole-school plan and the curriculum documents for PE provide information and guidance to individual teachers for their long and short-term planning. Teachers plan using

the strands, strand units and FMS with a thematic approach at certain times of the year, as described.

The Cuntaisí Míósúla serve a purpose in reviewing and developing the whole-school plan for following years.

Teachers will share with parents the information regarding their child's achievements—skill development combined with willingness to cooperate, etc.—at parent/teacher meetings and other suitable times, as arranged.

Staff Development

The PE post-holder will update staff on PE developments, research, reference books, resource materials and websites dealing with PE. www.pcsp.ie and www.irishprimarype.com have definite links to the curriculum and PE in Ireland. Visiting coaches such as St. Mary's GAA club for GAA may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved.

Parental Involvement

Parents have a responsibility to encourage their children to participate in all strands of the Physical Education curriculum. Parents may view the PE policy in the school or online on the school website.

Community Links

Local clubs and sporting 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.

Specific links will be encouraged with a broad range of clubs and groups in our community such as...

GAA: St. Mary's GAA club/ Commercials

Soccer: Rathcoole Boys/ Peamount United/ Shamrock Rovers

Rugby: Clondalkin Rugby Club

Athletics: Rathcoole Athletics Club

Gymnastics: Old Bawn Gymnastics Club

Swimming: Tallaght Leisure Centre

Dance: Irish Dancing: Saggart GAA clubhouse

Hip-Hop: St. Mary's Saggart

Golf: Citywest Golf Club

Cricket: Naomi Hayward-Scott

Evaluating the Policy

Means of assessing the outcomes of the plan may include;

- Teacher/Parent/Community feedback
- Children's feedback regarding activity levels, enjoyment and skill development
- Inspectors' suggestions/WSE recommendations

- Active Schools Flag feedback

The criteria for evaluating the success of this policy will be:

- The level of enjoyment exhibited by the children
- The 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 provision of opportunities for achievement for each child
- The level of teacher satisfaction in teaching a broad, balanced curriculum

Implementation:

Roles and Responsibilities

The Principal and staff will co-ordinate the progress of the policy, encourage and accept feedback on its implementation. Each teacher is responsible for implementing this policy with his/her own class.

The plan should be monitored and reviewed by the staff in Term 1 2023, when we will reflect meaningfully on how well the PE programme has been taught and received in the school.

Teaching and Learning

Most of the teaching in Physical Education will be conducted by the class teacher with the class group. However, visiting coaches may be available to support teachers in the implementation of some strands. All support coaches work under the supervision of the class teacher in planning and implementing the PE programme. The class teacher will be present to supervise all activities organised by visiting/support coaches and will retain ultimate responsibility for the class.

Ratification and Communication

On ratification of this plan by the staff and Board of Management this plan will be communicated to all teachers through distribution and will become part of the Plean Scoile.

This plan will be reviewed in Term 1 2023. All teachers on the staff will be responsible for informing the Physical Education post holder/Physical Education Curriculum Team of any amendments they think should be made.

Review

This policy will be subjected to periodic review.

Ratified by Board of Management on 31/1/22
(Date)

Signed Miriam Mares
Chairperson, Board of Management
(Date)

6 Week Block Dates	S T R A N D	PE Yearly Overview Fundamental Movement Skill & Strands St Mary's NS Saggart							
		J. Infants	S. Infants	1 st Class	2 nd Class	3 rd Class	4 th Class	5 th Class	6 th Class
Sept- Oct	Games	Walking & Throwing	Striking with an Implement & Catching	Walking & Throwing	Striking with an Implement & Catching	Running & Kicking	Striking with the hand & Dodging	Running & Kicking	Striking with the hand & Dodging
Nov-De c	Gymna stics	Landing	Balancing	Landing	Balancing	Landing	Balancing	Landing	Balancing
Jan-Feb	Dance	Skipping	Hopping	Skipping	Hopping	Skipping	Hopping	Skipping	Hopping
Feb- Mar	Aquatic s								
Apr- May	Athletic s	Jumping for height & Running	Jumping for Distance & Throwing	Jumping for height & Running	Jumping for Distance & Throwing	Jumping for height & Running	Jumping for Distance & Throwing	Jumping for height & Running	Jumping for Distance & Throwing
May- June	Outdoo r and Advent ure	Dodging	Side Stepping	Dodging	Side Stepping	Dodging	Side Stepping	Dodging	Side Stepping

APPENDIX

DIAGRAM 1

Strands and Strand Units

OVERVIEW OF THE PHYSICAL EDUCATION SYLLABUS	
<u>Strands</u>	<u>Strand Units</u>
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 of games
Outdoor & Adventure	Walking Orienteering Outdoor challenges Understanding and appreciation of Outdoor & Adventure activities
Aquatics	Hygiene Water safety Entry to and exit from the water Buoyancy and propulsion Stroke development Water-based ball games Understanding and appreciation of aquatic

PE Inventory		
Footballs Helmets Leather footballs Basketballs Jerseys Plastic footballs GAA balls Three legged race kit Parachutes Skipping ropes Basketball hoops Relay batons Discus pack Croquet Shapes Basketballs Balance Walk Volleyball/Tennis net Sliotars Cones High Jump Springboard	Hurdles Crash mat Balance pack Hula Hoops Lesson plan ideas Vaulting Box Gymnastic Mats Hockey equipment Bibs Badminton set Benches Throwing & Catching scoops Rackets Gym balls Water bottles Tug of war rope Large target Sliotars Throws Kit Cricket Equipment Hockey balls Targets and rings Hockey pucks Pump Hockey sticks	Bean Bags Catch Pad sets Small balls Volleyballs Sticky catchers Playm8 cones and poles Skittles Balance beams Tag Rugby Javelins (foam) (All broken) Egg and Spoon set Javelins (plastic) Hurls Hockey goals