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## **Whole School Development Plan for PE**

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## Introductory Statement and Rationale

**(a) Introductory Statement:** Following the in-service of 2004-2005, it was decided to commence the development of the school plan for PE. This plan has now been reviewed and developed to facilitate changes, improvements and developments since the initial policy was developed.

**(b) Rationale:** This plan is a record of our discussions regarding PE, and it reflects the Primary Curriculum 1999. It is intended to guide teachers in their individual planning for PE.

## Vision and Aims

**(a) Vision:** Our school recognizes that Physical Education is a part of a balanced curriculum, which aims to develop the whole spectrum of the child's intelligence. We also seek to develop the child's aesthetic, intellectual, emotional, creative and cultural development through engagement in positive sporting experiences.

**(b) Aims:** The aims of the Physical Education curriculum are

- 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.

## CURRICULUM PLANNING

### 1. Strands and Strand Units for each class level

<b><i>Strands</i></b>	<b><i>Strand Units</i></b>
<b>Athletics</b>	<ul style="list-style-type: none"><li>• Running</li><li>• Jumping</li><li>• Throwing</li><li>• Understanding and appreciation of athletics</li></ul>
<b>Dance</b>	<ul style="list-style-type: none"><li>• Exploration, creation and performance of dance</li><li>• Understanding and appreciation of dance</li></ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"><li>• Movement</li><li>• Understanding and appreciation of gymnastics</li></ul>
<b>Games</b>	<ul style="list-style-type: none"><li>• Sending, receiving and travelling</li><li>• Creating and playing games</li><li>• Understanding and appreciation of games</li></ul>
<b>Outdoor and adventure activities</b>	<ul style="list-style-type: none"><li>• Walking</li><li>• Orienteering</li><li>• Outdoor challenges</li><li>• Understanding and appreciation of outdoor and adventure activities</li></ul>
<b>Aquatics</b>	<ul style="list-style-type: none"><li>• Hygiene</li><li>• Water safety</li><li>• Entry to and exit from the water</li><li>• Buoyancy and propulsion</li><li>• Stroke development</li><li>• Water-based ball games</li><li>• Understanding and appreciation of aquatics</li></ul>

All lessons should be organized to encourage maximum participation by the child. This can be achieved in some instances by carefully planned whole-class activity, but very often it is more effective to divide children into groups. Two methods of group work that we will be using are outlined below.

### **Individual, pair, group and team play**

At infant level, most activities will be undertaken first by the individual child, and then this can be developed into partner work. Providing opportunities for group work during first and second classes should enhance co-operation in preparation for the development of team play in games situations, for instance. Team play is appropriate for children from third to sixth class, but team play should always suit the individual needs of the child. Small-sided games and mini versions of games with modified rules are most suitable. Larger groups of children can work together in dance and gymnastics lessons from third to sixth class, developing from initial work undertaken individually to work with a partner and work as a member of a small group.

### **Station Teaching**

The use of stations is appropriate in teaching gymnastics, outdoor and adventure activities, athletics or aquatics. This framework allows maximum participation especially when equipment is limited. Children work with specific equipment, practicing certain skills or playing designated games. The class may consist of six to eight groups. After a given time they move on to another "station" or point to practice a different set of skills or play different games.

## **2. Approaches and Methodologies**

Some teaching methods will suit particular circumstances better than others, and the nature of the strands themselves necessitates the use of a variety of teaching methods. There is a need to examine the teaching methods which will best enhance the achievement of the objectives, taking factors such as the content and context of the lesson into account, as well as the needs of the learner.

Among the teaching approaches which are particularly appropriate for teaching physical education are:

- The direct-teaching approach
- The guided-discovery approach
- Integrated approaches.

Direct-teaching approach involves the teacher in telling or showing children what to do and in observing their progress.

The guided-discovery approach involves the teacher in designing a series of questions that will eventually lead to one or more appropriate answers and ultimately the discovery of a particular concept or “solution”.

The teacher should consider how objectives could be achieved through integration. Physical education has many objectives which are developed by other subjects such as Gaelic, English, art, music, maths and especially social, personal and health education. The development of these subjects can be enriched through a programme of physical education, which is broad and balanced.

### **3. Assessment and Record Keeping**

Throughout the physical education lesson, the teacher is involved in various forms of assessment of children’s work as a natural part of teaching and learning activities. Teacher observation and teacher-designated tasks will be the main assessment tools used in our school. Assessment is used to evaluate children’s development of particular skills, willingness to participate in activities, interest, enthusiasm/attitudes and information gathered can contribute to the profile of the child and future class planning. Teachers will give feedback to parents during parent-teacher meetings and on annual school reports. This feedback will include skill development combined with willingness to cooperate etc.

### **4. Multi-Class Teaching**

In the multi-class situation the activities will be differentiated. For example in a first and second class grouping the first class could do a pass and follow activity in the games strand. Meanwhile the second class activity will be more complex; this class could do a pass and run in a different direction – “three headed monster”. Station teaching will be used in the multi-class situation where a group can be composed of children of similar ability or children at the same class level.

### **5. Children with Additional Needs**

It is the policy of this school that all children will participate in physical education activities. PE activities will be differentiated in order to meet the needs of the children in a particular class. A safe and secure environment will be provided for PE appropriate to the child with additional needs. A child who is especially gifted should be challenged by tasks appropriate to his/her level of ability. This ability will be communicated to the parents, so that the child may have the opportunity to take out of school activities, circumstances permitting. Shy, self-conscious or inactive children will be encouraged by their teachers when efforts are made by them to join in the class activities. These

children will be further encouraged by being paired with children who will also encourage their efforts.

## **6. Equality of Participation and Access**

There will be equality of access to all children in accessing the PE curriculum. Girls and boys will have equal access to and opportunities to experience all strands. Girls and boys will have equal opportunities to enter competitions as part of extra-curricular activities. For example the Rackard League has competitions for both boys and girls which children from this school engage in. Equality is further developed by having both a boy and girl captain when choosing teams. The PE class is used as an opportunity to integrate the culture of all pupils including Travellers and international pupils. St. Margaret's N.S. does not charge for in-school activities with the exception of swimming.

## **7. Linkage and Integration**

**Linkage:** Many strands of the PE curriculum can be linked together. For example playground games are part of the games strand but is also linked to the athletics strand and the strand unit running. In senior classes the strand unit movement in the gymnastics strand can be linked with dance where poise, balance, control and co-ordination are developed in both strands.

**Integration:** Physical education has many objectives, which are developed in other subjects such as Gaelige, English, art, music, maths and especially social, personal and health education. The illustration below illustrates how the strand athletics can be integrated with other subjects.

## **ORGANISATIONAL PLANNING**

### **8. Timetable**

All classes will have a minimum of one hour per week of PE. This time allocation may be broken down at the discretion of the individual teacher. We recognise that in the junior classes, the time allocated will be of shorter duration on a more frequent basis, while senior classes may divide the hour into longer time spans, such as two thirty-minute sessions, or three twenty minute sessions.

Teachers may also choose to block times for PE at particular times during the year, for example during the first term there will be a ten-week aquatic programme.

There is discretionary time available each week (Infants: one hour, first to sixth: two hours) that teachers can occasionally use to support the PE curriculum.

Teachers should ensure that pupils attending supplementary teaching are included for as much of the PE programme as possible.

There is an annual sports day in the last term where physical activity for all pupils is promoted encompassing as many of the PE strands as possible. Parents can view children's PE activities, such as long jumps or a dance display, which reflect the aims and objectives of the PE curriculum.

### **9. Code of Ethics**

GAA and rugby coaches are used to support the class teacher in the implementation of the games strand. The class teacher has to be present during these coaching sessions for insurance reasons and to maintain good procedures and safe practices such as the use of appropriate language and behavior. Teachers are to be active during the coaching session by encouraging the children and providing space permits, taking smaller groups aside for coaching.

### **10. After School Activities**

The school will support and encourage participation in extra-curricular activities such as the Rackard League, County sports, tag rugby matches. These extra-curricular activities are linked to the PE curriculum as the skills taught during the athletics lesson will improve children's performance at the County Sports, as this is athletics based event. Ball-handling skills taught in the games strand should improve children's level of skill and confidence when entering the Rackard League football, camogie and hurling competitions. These competitions usually take place in the last term. The school makes arrangements for matches, referees etc. Children from first to sixth take part in the County Sports while children from fourth to sixth take part in the Rackard League. Children from fifth and sixth classes take part in the tag rugby tournament.

## **11. PE Equipment and ICT**

Appendix A lists all the PE equipment stored in our school as of September 2008. These resources will be stored in the PE store near the gym. Each teacher is responsible for obtaining the equipment for their lesson and replacing it safely and neatly at the end of the lesson. Equipment is purchased centrally by teachers to ensure that there is sufficient and suitable equipment for all strands across all class levels.

ICT can be used to supplement and research specific areas within the physical education curriculum. The Internet can be used to research the history of sports, pictures of sports personalities or venues and results of sports events. The GAA website for example, provides history of Gaelic games, sports results or club activities could complement a games unit of work which involves the children playing hurling. While children are using the Internet the school's Internet usage policy will be adhered to. "Word" can be used by the children to advertise an upcoming sporting event or to print their match reports, which have been printed in the local newspaper. Appendix B lists suitable websites for PE.

## **12. Health and Safety**

Care and attention will be given to the following during PE activities:

- Hidden dangers if children are moving around the gym/yard.
- Storage facilities.
- Access to, and transport of, PE equipment.
- Amount of space for children to sit or stand when doing movement activities.
- Warm-up and cool-down at the start and end of physical activity.
- Supervision on visits out of the school to sporting events/walking carefully to the parish hall.
- Wearing comfortable school tracksuit and runners during PE lessons.
- Helmets must be worn during hurling coaching and matches.

Most teachers at present have basic first aid training. In the case of accidents parents will be notified and children may be sent home. In the case of more serious injuries the child may be sent by ambulance to hospital accompanied by a staff member if possible. Staff members will be notified when children have medical conditions such as diabetes or asthma. Children with asthma are responsible for their inhalers as outlined in the admissions policy.

### **13. Individual Teachers' Planning and Reporting**

The whole school plan and the curriculum will be used by individual teachers to inform and guide them in their own short-term and long-term planning. The teachers will use a combination of using the strands and strand units and a thematic approach when it comes to planning. The Cúntas Míósúil will be used to review and develop the whole school plan and individual teacher's planning for following years.

### **14. Staff Development**

PE courses are occasionally available to teachers throughout the year in the local education centre. There are usually PE based summer courses available to teachers through the education centre. Teachers are encouraged to share their experience and expertise at these courses. Teachers who have attended PE courses during the summer will be encouraged to share new ideas in the first staff meeting in September. From time to time aspects of the PE curriculum will be discussed at staff meetings. Teachers can avail of internal and/or external expertise to inform and upskill the school community.

### **15. Parental Involvement**

Parents can be involved in supporting the PE school plan by assisting in the supervision of pupil's in the swimming pool. They can also be involved by attending and encouraging at matches/sports days. The PE plan will be available to any parent if they request to see it. Parents can support their child in fostering interest in PE without putting undue pressure on children to always win by taking their child to training, attending matches and being supportive of all efforts made to participate. Parents are invited to attend the annual sports day.

### **16. Community Links**

Members of the local GAA and rugby clubs support the school's PE plan by providing training in the school. Children's interest in PE can be promoted by bringing the children to Croke Park on school tours.

#### **Success Criteria**

How will we know that the plan has been implemented?

- Teacher's preparation will be based on this plan
- Procedures in this plan are to be consistently followed by all teachers.

Has the plan achieved its aims? What are the indicators?

Means of assessing the outcomes of the plan include

- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes
- Inspectors' suggestions /report
- Second level feedback.

Has the plan promoted the key considerations when implementing a programme of Physical Education?

- 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

### (a) Roles and Responsibilities

All teachers will evaluate the progress in PE by referring back to our set of objectives as stated in this plan. A short session at staff meeting in the second term will be allocated to this work. The plan will be reviewed every two years from this date.

### (b) Timeframe

The strand athletics will be implemented between Easter and Summer 2009. The content of this whole school plan will be fully implemented by 1<sup>st</sup> September 2009.

### Gaeilge

- Léim, tomhas na léime agus an toradh a scríobh

Athletics Running, jumping, throwing
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### Maths

- Record time taken to run 20m and 200m and compare the results. Measure standing long jumps or throws and compare results.

## SPHE

- Record heart rate before and after running, discuss the differences found.

Language: the use of varied movement vocabulary (verbs, adverbs), the interpretation of directions, descriptions of movements, discussion of rules and writing or telling of experiences in sport or outdoor activities all help to develop and enrich language. Poetry and literature may be used as a stimulus for dance.

## Appendix A (List of PE resources as of January 2017)

PE EQUIPMENT			
Rugby	7	Bibs	10 Red 12 Blue 6 Green
GAA	4	Football Nets	2 Indoor
Big Sponge	4	Tag Rugby	18 Red 20 Yellow 20 Belts (1 Broken)
Small Bumpy	2	Unihoc	2 Sets
Small Yellow Sponge	15	Pucks	4
Small Blue Sponge	15	Lite Hockey Balls	2
Gold	17	Rounder Bats	5
Basketball	6 Big	Unihoc	Full Set
Plastic Soccer	2	Pumps:	2 with valve 3 without Footpump
Indoor Footballs	9	Target Game Velcro	1
Tennis Balls	>30	Velcro Bean Bags	8
Small Plastic	4	Ropes	>30
Quoits	19	SAQ :	Ladders (2)  Primary Games Kit (1)  Feet (2 sets)
Softballs	1 Box	Markers	1 Set
Hoops	5	Parachute	1
Domes	2 Sets	Hurling Helmets	17
Cones	12	Hurls	21
Bean Bags	21	Badminton Rackets	16
Small Sliothar	14	Tennis Rackets	25
Large Sliothar	21	Relay Batons	13
Tennis Balls	1 Box	Play Eggs	1 Box
Ping Pong Balls	5	Rings	13
Outdoor Games	1 Bag	Javelins & Poles	1 Bag
Climbing Frames	1 Set	Ping Pong Rackets	4
School Jerseys	2 Sets	Tag Rugby Tags	1 Box
Hoola Hoops	3??	Mats	1 Set
Smart Moves Programme	1	Chutes (for sports day)	4
Funpraxia Manual	1	Sacks for Sports Day	1 Set

## Appendix B

(Some useful websites for PE)

[www.lessonplanspage.com](http://www.lessonplanspage.com)

[www.scoilnet.ie](http://www.scoilnet.ie)

[www.primaryresources.co.uk](http://www.primaryresources.co.uk)

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

[www.pcsp.ie](http://www.pcsp.ie)

[www.gaa.ie](http://www.gaa.ie)

[www.guinnessworldrecords.com](http://www.guinnessworldrecords.com)

[www.sambasoccer.com](http://www.sambasoccer.com)

[www.rugby.ie](http://www.rugby.ie)

## **Ratification and Communication**

This school plan for PE has been ratified by the Board of Management. It will be reviewed in the second term of the school year 2008/2009, and every two years thereafter. All teachers on the staff will be responsible for informing the PE post holder of any amendments they think should be made. This plan will be available to parents on request.

### ***Ratification and communication***

*This policy was ratified by: B.O.M. of St. Margaret's N.S.*

**Chairperson:**

**Principal:**

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**Date:**

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**Review Date:**

Feb 2019

A copy will be disseminated to all members of staff. It will be available for perusal by all members of school community in the organisational policies file.