

# Physical Education Policy

## Introductory Statement

The Physical Education Policy for Caragh NS was formulated by the Principal, Post Holder and staff. The plan has been ratified by the Board of Management.

Through PE we aim to enable pupils to develop co-ordination, strength, stamina and skilfulness and to promote spatial awareness, intelligent reactions to situations and appreciation of physical excellence.

We believe that PE should lead to a sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.

## Vision

In our school we believe that physical education plays a vital role in the development of the whole child. Therefore, the children will enjoy a rich variety of experience in physical education within the guidelines of the Primary School Physical Education Curriculum. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupils' needs and abilities that enables them to enjoy physical activity.

## Rationale

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. The planning and management of the Physical Education curriculum in our school will always have the children as the focus of attention through the provision of a broad, balanced and well differentiated programme of physical activities. PE 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 life-style and the emotional and intellectual development of the child.

### 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

## Strands and Strand Units

Our Physical Education curriculum is divided into six 'strands' or sections as recommended in the Primary School Physical Education Curriculum.

These six strands are: Athletics

Aquatics

Dance

Games

Gymnastics

Outdoor and Adventure Activities

Each strand is subdivided into strand units. The curriculum is designed to be spiral in nature. The children experience at least 5 strands in each year. As they progress through the school, they experience opportunities to refine and develop their skills, abilities, knowledge and appreciation in each strand. We measure progress in the level of participation by the child, in the degree of difficulty mastered and the quality of movement performed as the child passes through each level. The strands Athletics, Dance, Games and Outdoor and Adventure Activities are taught at each class level. The pool-based section of the Aquatics strand is taught from senior juniors to sixth class at Naas K Leisure .

## Athletics

The athletics strand aims to provide children with a variety of opportunities to develop the techniques of running, jumping and throwing as they progress through the school.

## Aquatics

The aquatics programme is concerned with gaining competence and confidence near, in, under and on water.. In our school the bulk of the aquatics is taught from senior infants to sixth class for a 5 week period. During this period the children attend weekly swimming lessons in the K Leisure swimming pool in Naas.

In line with Department of Education and Science recommendations, it is our policy not to charge for in-school curricular activities. However, when organising the aquatics programme strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a fee to each child. No child will be denied access to swimming lessons due to lack of financial resources and the school has made provisions for such children to attend classes.

## Dance

The dance strand involves the children in creating performing and appreciating movement as a means of expression and communication. Creative dance and folk dance are involved in our programme.

## Games

The games strand involves the playing of a variety of games to develop basic skills, enhance social tradition in Gaelic games; our traditional field games form a prominent part of this strand.

## Gymnastics

The gymnastics strand is concerned with the use of controlled movement in a creative way in response to set tasks both individually and in groups. Children will refine and enhance their movement skills through a sequential programme of activities..

## Outdoor and Adventure Activities

The outdoor and adventure activities strand is concerned with walking, water-based activities, orienteering and outdoor challenge activities. A trip to an Adventure Centre is included for 6<sup>th</sup> classes in this strand .

## Approaches and Methodologies

All lessons throughout the school are taught as class groups following the individual class plans. Aquatics lessons are always taught by a specialist swimming teacher along with a class teacher.

We intend to approach PE by:

Providing a physical education curriculum which is accessible to all pupils irrespective of their abilities;

Providing a progressive curriculum covering areas of games, gymnastics, dance, athletics and outdoor adventurous activities.

Preparing activities which are enjoyable, stimulating and challenging for all pupils,

Enabling pupils to enjoy success and be motivated to develop further individual potential.

We will attempt to develop positive attitudes towards PE by:

Physical activity and healthy lifestyle and an understanding of the beneficial effects of exercise

Competition and good sporting behaviour as well as success and limitation in performance

Working with others and being part of a team

Safety procedures and the importance of rules

### Methodologies:

The teachers will use a combination of the following approaches;

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

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.

Integration – the teacher will consider how objectives can be achieved through integration.

The teacher will use methods that encourage maximum participation by the child through group work.

Teachers will plan for children to work individually, pair, group and team play, co-operatively and competitively.

Structure of a PE lesson:

Warm Up - - - - - Main Activity - - - - - -Cool Down

### Physical Resources – Facilities and Equipment

The following facilities are available to the children and staff for physical education:

One school yard – suitable for catching and throwing activities and some playground games.

School astro area- suitable for all outdoor games, athletics and some out-door and adventure activities.

K Leisure Swimming Pool, Naas . This is used for the aquatics strand.

Our school is developing a well-resourced physical education store containing the necessary equipment for the implementation of the six strands. (List in appendix)

Equipment is regularly checked and stock replenished as often as budget allows.

### 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' achievement.

They use these records to report annually to children, parents and relevant staff. Children may be asked to self-assess and peer assess where appropriate.

Teachers will provide an overall assessment of each child achievements in P.E. in the school report at the end of their

academic year and at annual parent teacher interviews.

We 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

Interest in and attitude to activity

Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

Teacher observation

Teacher-designed tasks

### Children with Different Needs

We acknowledge that each individual needs and all are at different stages of their personal development. We also recognise that for some children, access to the Physical Education curriculum is problematic because of physical, intellectual or emotional difficulties. Every attempt, often with the valued assistance of additional staff (SNAs), is made to ensure that all children experience the richness and breadth of a full physical education and 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.

### Equality of Participation and Access and Inclusion

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. We promote social learning by enabling the children to use and share the space and equipment safely, to work co-operatively with partners or in small groups and to appreciate each other's work. Every child has access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

Equal opportunities will be given to boys and girls to participate in classes/activities.

Boys/girls will have equal access to and opportunities to experience all strands.

Boys/girls will have equal opportunities to enter competitions when part of extra-curricular programme.

### Linkage and Integration

Every attempt is made to link the various strands of the PE curriculum and to integrate the other subject areas with PE, where appropriate. (eg. Dance with Music, Aquatics with SPHE, Athletics with Maths and Orienteering with Geography, Gaelige, English and ICT are also easily linked with PE.)

## Teaching and Learning

Most of the teaching in physical education is conducted by the class teacher with the class group. However, visiting coaches may be available to support in the implementation of some strands. In aquatics, specialist swimming coaches are employed by the school to teach swimming. 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/supporting coaches and will retain ultimate responsibility for the class.

## Timetable

In this school all classes have 1 hour of PE each week which may be divided or blocked together at each teacher's discretion. The Games, Outdoor and Adventure activities and Athletics strand are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside.

We hold an Active Week annually whereby we introduce new physical activities to the pupils, eg tennis, tag rugby, athletics, boxing, cricket, Frisbee etc. We invite specialist coaches and try to include parents who have skills or interest in a particular sport.

## Code of Ethics

Any coach working in the school context is 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 persons involved in coaching will undergo Garda Vetting which will be kept on the school premises.

### **After School and Break time Activities**

Opportunities are provided for children to participate in and enjoy a variety of extra-curricular activities. These include hurling and Gaelic football, camogie, basketball and athletics. Participation based extra-curricular activities offer opportunities to all who wish to partake in these at lunch-time and after school. School representative teams are also catered for in Cumann na mBunscol Competitions .

Teams participate in

Senior Boys and Girls Football

Senior Hurling

Senior Camogie

Under 10 Boys Football

Under 11 Boys and Girls Football

Under 11 Camogie

Under 11 Hurling

Senior Boys and Girls Basketball

Cross Country Athletics

## **Resources**

Resources for all classes are purchased as and when required and as budget allow.

Resources for all subjects are reviewed annually or as the need arises.

## **Health and Safety**

The children are required to wear the school tracksuit and bring appropriate gear on the day they have physical education. Children should not wear dangerous jewellery. Children are taught to handle all apparatus safely and carefully. Should an accident occur in the PE lesson we will follow the procedures outlined for accidents in our Health and Safety policy. Children will not be asked to do activities for which they are not physically or mentally ready. Teachers should ensure that all equipment is safe for children to use. Pupils should be shown how to lift, carry, place and use equipment safely. All accidents will be logged in the school's Incident Book.

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

Individual teachers will design a physical education plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy. This should ensure clear progression as children move from class to class. Strands covered in PE each month are recorded on the Cuntas Miosuil.

## **Staff Development**

Teachers are notified of courses relating to PE available in the area and are encouraged to attend in-service programmes when available. Staff members are encouraged to share the expertise, skills, documents etc. acquired on courses. Time is allocated as appropriate in staff meetings to discuss aspects of the PE programme when they arise.

## **Parental Involvement and Community Links**

Parents have a responsibility to encourage their children to participate in all strands of the PE curriculum. In order to partake in school sports,. As with any curricular plan in the school, parents can view the PE policy by request.

Local clubs Raheens , Eire Og Chorra Choill , Caragh Celtic 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. Local coaches support teachers in the coaching of hurling, Gaelic football, soccer, tag rugby. Other members are invited to the school to inform children about what their clubs have to offer.

## **Roles and Responsibilities**

The Principal and Post Holder will coordinate the progress of the plan, encourage and accept feedback on its implementation.

The plan will be monitored and evaluated every two years by the staff, towards the end of the school year when we can reflect meaningfully on how well the PE programme has been taught and received in the school.

### **Equipment List**

<b>ATHLETICS</b>	<b>AQUATICS</b>	<b>DANCE</b>
Mats Space markers Tall cones Beanbags Skipping ropes Hoops Hurdles Bibs Relay batons Foam javelins Foam discus Balls Tape Stop watch Agility hurdles Agility ladders	Swimming armbands	CD Player Music for creative dance Music for folk dance Music for Irish dance Music for other traditions CDs Tapes
<b>GAMES</b>	<b>GYMNASTICS</b>	<b>OUTDOOR &amp; ADVENTURE ACTIVITIES</b>
Balls – big and small Hoops Space markers Large cones	Mats Hoops Benches Ropes Space markers	Benches Hoops Record cards

<i>Beanbags</i> <i>Ropes</i> <i>Hurleys / unihoc sticks</i> <i>Bats / racquets</i> <i>Bibs / braids</i> <i>Parachute</i>	<i>Balance beam – low</i> <i>Climbing frame</i> <i>Gym box</i>	
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**POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES**

Potential area of difficulty	Implications for learning	Possible strategies
• fitness levels	If may be necessary to set targets to improve fitness.	<ul style="list-style-type: none"> <li>• include active warm ups and drills for skills practice</li> <li>• vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise fully, cooling down exercises and consultation with parents/guardians</li> </ul>
• listening and responding	The student may have difficulty with short-term memory and concentration span	<ul style="list-style-type: none"> <li>• keep instruction simple and clear. Students repeat instruction.</li> <li>• demonstration(s) of task; verbal analysis of task; student performs task; teacher offers task</li> <li>• move to new instruction regularly</li> </ul>
• co-ordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas	<ul style="list-style-type: none"> <li>• teach suitable gun for soil, for example, throwing and catching a ball, jumping and landing, balancing.</li> <li>• give good visual demonstrations</li> <li>• reaffirm good examples and practices</li> <li>• use additional equipment to suit the needs of the student, for example softer balls, larger target</li> <li>• provide physical support to student in performing skill, for example, jumping</li> </ul>
• spatial and body awareness	There may be safety issues for students engaging in movement exercises	<ul style="list-style-type: none"> <li>• provide suitable group arrangements, restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises</li> <li>• use specific body parts in exercises e.g make a shape with the upper part of the body</li> </ul>
• left-right orientation	If may be necessary to include regular exercises with these movements.	<ul style="list-style-type: none"> <li>• include warm-up exercises/breaches. Students mirror actions of peers or teacher. O Grady says, Follow the leader</li> <li>• include exercises with equipment using both sides of the body</li> </ul>
• behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.	<ul style="list-style-type: none"> <li>• establish routine format for class and the expectations of desired behaviours</li> <li>• ensure that the student is suitably placed in the class for optimum learning</li> <li>• check that the student is attending by reinforcing and questioning</li> <li>• involve the student where possible in demonstration</li> <li>• encourage the student and assign tasks opportunities for success</li> </ul>
• social integration	Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strand.	<ul style="list-style-type: none"> <li>• group student(s) appropriately</li> <li>• use co-operative for activities regularly</li> <li>• give encouragement and acknowledge good effort</li> <li>• set appropriate skill development level commensurate with students' ability level</li> <li>• set reasonable targets for co-operative activities (individual and group)</li> </ul>