

P.E. Plan

• Introductory

Plan was formulated by entire staff at in-school planning day 3rd February, 2006 after 2 in-service days and 1 school based planning day.

This plan was reviewed on 29th November 2021 by Deirdre Keena, Assistant Principal 11

Rationale

This plan was formulated to ensure that the content, aims and principles of the revised Curriculum for P.E. is achieved in this School.

■ Vision and Aims

(a) Vision Through P.E. we will promote

- The holistic education of the child
- The development of each child's potential
- Opportunities to learn through various styles
- Opportunities for all children to experience success and enjoyment

(b) Aims We endorse the aims of the Primary School Curriculum for P.E.

- 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

Teachers are familiar with the strands/strand units/content objectives for the relevant level.

Refer to the Curriculum

- 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 to teach two lessons on Water Safety from the Be Safe Resource Book)

Teachers will follow content objectives for own class to ensure continuity and progression from class to class. This will be reviewed at Staff Meetings.

Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities.

Children from Second Class upwards attend swimming lessons in last term during school time. Hygiene, water safety will be covered in school by class teachers.

Developing the Physically Literate pupil in Physical Education

We aim to also use the Move Well, Move Often resource to support the teaching of Physical Literacy in St. Brigid's. Physical literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long engagement and for sporting success.

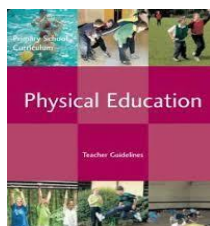
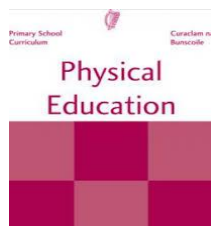
To become physically literate, pupils need to master fundamental movement skills (FMS) through a series of developmental stages. FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a child can go on to develop specialised movement skills which will allow them to reach their potential in sports.

Fundamental Movement Skills

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none"> • Walking • Running • Hopping • Skipping • Jumping for height • Jumping for distance • Dodging • Side stepping 	<ul style="list-style-type: none"> • Balancing • Landing 	<ul style="list-style-type: none"> • Catching • Throwing • Kicking • Striking with the hand • Striking with an implement

Resources for Teaching Physical Education

Teachers in St. Brigid's Primary School will utilise the following core resources to support planning for and teaching a broad and balanced programme for Physical Education:



P.E. Curriculum & Teacher Guidelines

PSSI Lesson Plans

Move Well, Move Often

2. Approaches and Methodologies

The following approaches and methodologies will be used;

- Direct teaching approach p. 43
- Guided discovery approach p. 43-44
- Integration p. 45-49
- Individual, pair, group and team p. 51
- Station teaching p. 51-53
- Using a play area divided into grids p. 54

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
- We will divide our hall/play area into grids to allow for small group activity to ensure all children will be involved

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

3. Assessment and Record Keeping

Teachers will observe the following:

- willingness to participate in activities and to perform
- interest
- enthusiasm/attitudes of children
- skill level
- willingness to cooperate

Our assessment tools are:

- Teacher observation – recorded in checklists or pupil profiles
- Sampling – whereby a teacher concentrates on a different individual/small group of students during each PE lesson, rather than trying to observe all at the same time
- Teacher-designed tasks – Example create a game or a Gymnastic sequence – A rubric could be used to assess the tasks
- Fundamental Movement Skills Teacher and peer checklists

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.

- Assessment for learning to provide feedback to children, improve learning and inform practice
- Assessment of learning which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.
- Assessment as learning involves teaching the children how to self-assess and peer assess. It will be necessary for pupils to be reminded of what they are looking to assess e.g. types of jumps used, change of directions, arm and leg action when running.

Information will be used for further planning for class and school.

Teacher record details of children's progress and relate to parents at Parent/Teacher Meeting and on report cards.

4. Multi-Class Teaching

In general our class groupings are parallel to the class groupings in Curriculum Book. Where they are not, teachers may choose a balance of objectives and activities from each level and differentiate as necessary

5. Children with Different Needs

In St. Brigid's, we recognise that physical education is important in the curriculum for students with Special Educational Needs and disabilities.

Many children with SEN experience difficulty with basic co-ordination, balance, left and right orientation, rhythm and spatial and body awareness. These skills can be addressed and improved through physical education. Students who experience difficulties and frustration in academic areas can acquire personal achievement and satisfaction in the physical education curriculum. Physical education is a student-centred curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others. All children will be encouraged to participate in all PE activities through the use of co-operative fun activities.

Teachers will endeavour to support, create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others. They will ensure the participation of children with special needs by planning to include all children in PE activities. We will refer to the

Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

Exceptionally Able Children

Children with exceptional ability/talent for PE will be encouraged and supported to maximise 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.

6. Equality of Participation and Access

Boys and Girls have equal access to and opportunities to experience all strands.

7. Linkage and Integration

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

Many of the broad objectives of PE, such as the development of self-esteem, confidence, cooperation and spatial awareness, are shared with other curricular subjects. Within PE, it is through learning opportunities provided in the various aspects of movement that these objectives can be achieved. The transfer and reinforcement of learning from other areas of the curriculum can be achieved when PE is integrated with other subjects. This approach can be particularly effective in meeting the needs of pupils with individual and varied learning styles, and enables pupils to appreciate how physical literacy is an integral part of all our lives.

Linkage can take place within the physical education curriculum, because many activities transcend strands and are of benefit to the child irrespective of the strands or subjects being covered. Within the content of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the PE class.

Theme 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 fifth and sixth class can be developed with the theme of symmetry and asymmetry in the PE class.

Language

The effective use of questioning from the teacher will develop the vocabulary associated with physical education. Allowing the children to analyse and describe their own performance will allow them understand and appreciate their learning in physical education.

Content and Language Integrated Learning (CLIL)

Content and language integrated learning (CLIL) is an approach to language learning where the target language is used as the medium to teach both content and language. This process enables the attainment of both content objectives and language objectives in the same lesson. CLIL is internationally recognised as a successful approach to language teaching and learning and offers a particularly favourable approach for the teaching of Irish in primary schools. It provides

opportunities for integrating Irish across the curriculum in an active and meaningful way. PE is an appropriate subject for CLIL because it offers opportunities for discussion and active engagement by pupils in groups. This may involve pupils naturally conversing with each other, solving a problem together, conveying meaning or making a point to a peer. While the pupils will learn specific PE terminology in Irish, they will also learn to communicate and operate through Irish in that subject. The teacher uses language in the PE lesson to question, to direct, to explain, to suggest, to prompt and to stimulate the pupil to think. In turn, the pupil is encouraged to respond by describing, discussing, speculating, explaining and expressing ideas and reactions. A whole-school approach to CLIL will enable pupils to develop a rich and varied understanding of the language of Physical Education and movement experiences across all class levels in a developmentally appropriate manner. The CLIL approach is recommended in the Primary Language Curriculum and further support material on using CLIL is available in the Primary Language Toolkit.

The Gaelbharrtach resource ‘ Sosanna Spleodracha’ and CLIL for PE (from Ar Aghaidh Leat pg 67) will be used to develop whole school vocabulary for PE.

■ Organisational Planning











8. Timetable

Each class has (minimum) two half hours (1 hour in total) instructional periods in week.

Timetable for use of hall is on display in Staff Room.

The Whole School Plan below will see all classes develop a strand over a six-week block with an emphasis on a Fundamental Movement Skill during that period. It is intended that one teaching point per skill is taught per week. Fundamental movement skills will be covered over a two-year period and this plan offers a balanced approach to the teaching of all the fundamental movement skills necessary to a child’s development. The staff will choose the fundamental skills to be focussed on for the year each September in a meeting.

Block timetabling will be used as follows:

	September	October	November	December
Term 1	 GAMES	 GAMES	 DANCE	 DANCE
	January	February	March	April
Term 2	 GYMNASTICS	 GYMNASTICS	 ATHLETICS	 ATHLETICS
	May	June	Subject to timetabling	
Term 3	 OUTDOOR & ADVENTURE	 OUTDOOR & ADVENTURE	Aquatics	

Active School

St. Brigid's is both an Active School and a Health Promoting School. The Active School Flag (ASF) is a Department of Education and Skills initiative supported by Healthy Ireland. The ASF is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often. In order to achieve the ASF, we began the process by self-evaluating our current provision across three areas: Physical Education, Physical Activity and Partnerships. We were awarded our first ASF in 2016. The flag remains valid for a period of 3 years after which time we will be invited to re-apply. We are currently renewing our ASF. Each year, we will facilitate an Active School Week 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 PE curriculum as possible. This will take place in April/May. This is due to better weather conditions for outdoor activities. In addition to PE we prioritise physical activity throughout the day during Active Schools Week.

On wet days, when children are not going out to play they will participate in Busy Break Activities from 12.20-12.30. Children will have lunch at 12.30.

9. Code of Ethics

If coaches from a local or a national sporting organisation are invited into 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.

Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish 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 a 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 Department of Education and Science Child Protection Guidelines to be used with the 'Children First Guidelines' produced for all personnel working with children.

All outside coaches must have Garda vetting clearance.

10. After School Activities

A variety of after school training and activities are organised in the school. These will take place at various times throughout the school year. During this time the children take part in child led activities such as games and free play. The children also get time to practise skills previously learned during PE lessons.

These activities will adhere to the general principles of the Physical Education 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
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child

The school participates in Cumann na mBunscoil, Mini Sevens and Blitzes organised by incoming coaches and organisations. We also take part in the cross country running in Belvedere and use the Be Active Programme with certain classes.

11. PE Equipment and ICT

Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the Active Team and is checked and updated at the beginning and end of each school year. The equipment is stored in our PE hall. Each teacher has the responsibility to ensure that all equipment is returned to the correct location after each lesson. Any breakages have to be reported to the Active Team as soon as possible. A member of the Active Team will inspect the shelves once a month.

In order to ensure a PE rich environment, the school will have a dedicated noticeboard in the corridors. The use of pictures and videos will be vital in recording PE activities. The display of these pictures on the noticeboard and the use of the Seesaw Application will give an opportunity to children to see themselves and others in action.

Some of the resources available to teachers can be seen in the table below;

Beanbags	Rugby Balls	Space Markers
Cones	Footballs	Cones
Skipping Ropes	Dodge Balls	Boom Box
Hoola Hoops	Unihoc Sticks	Karaoke Machine
Raquets	Hurdles	Small Balls
Parachute	Batons	Benches
Tennis Balls	Quoits	Large Building Blocks

12. Health and Safety

(Refer to school's Health & Safety Policy)

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 endeavour to ensure that the following safety aspects will be taken into consideration:

- All children have to wear suitable footwear and clothing during a PE lesson.
- 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 lessons, 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 there 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.

Most members of staff have a current First Aid qualification. The First Aid Kit is kept in the office and is restocked regularly with items only recommended by First Aid personnel. Other portable kits are also available when children are participating in PE outside the school grounds. The school has a defibrillator and most members of staff have been trained to use it.

The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form.

13. 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, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to their own class level and experience. It is vital that all teachers plan individually while at the same time ensuring that their class plans co-ordinate and feed into the overall school plan.

Teachers will plan based on the strands as outlined on the yearly timetable in Section 8 and can explore the use of themes in their planning especially in Gymnastics where themes such as balance and travel can provide a great stimulus for lessons (*Refer to pp. 34-35 Teacher Guidelines*)

Teachers will plan based on the strands and the specific Fundamental Movement skill as outlined on the yearly timetable. Teachers will select one/two teaching points each week to encourage fundamental movement skill proficiency based on the class level. External providers will be made aware of the FMS to enhance the children's learning.

The Cúntais Míósúal will be very relevant in reviewing and developing the school plan for the following years. Once the individual cúntas míosúil have been evaluated it should be obvious to the staff which elements of the curriculum are being implemented and which strands need more attention.

14. Staff Development

The school has a library of relevant resource material which will aid the teachers in their

development and implementation of the PE curriculum and we endeavour to build it. Deirdre Keena and Anne Galvin attended Active Flag Training and ASF – Getting Started workshops. The school has applied for support from PDST PE Advisory service. If the need arises, we will ask Westmeath Sports Partnership or Athlone Education Centre if they can organise a course on a particular area of PE which the staff need more training on.

Teachers can benefit from their interaction with the local sports coaches e.g. G.A.A. who provide coaching in the locality. Any coaches invited into the school will be there to support the teacher with a view to promoting good practice.

15. Parental Involvement

We will ask all parents to support their children to participate in all strands of the PE curriculum. We will ask parents with recognised areas of expertise in the area of PE and/or Sport to support us in our efforts if their talents will be of benefit.

At all times the class teacher will be present and will retain ultimate responsibility for the class. We will outline the benefits of the PE curriculum for parents and stress the difference between PE and sport and encourage them to become involved in our Active School Week or any initiative we will organise. We will encourage sporting endeavour at all times.

16. Community Links

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. We note in particular The Old Rail Trail Greenway, which can be used for walking, running and cycling and which is used annually for our Fun Run. We note also Dún na Sí Amenity and Heritage Park, which offers a facility for orienteering, walking and outdoor adventure. We encourage all teachers to avail of these facilities. Dún na Sí will be considered for school Tours and Confirmation Day Out.

The school maintains links with a variety of local clubs including the local GAA, Rugby, Basketball and Community Games.

The school maintains strong links with Moate Community School and can avail of the facilities there to promote PE and Sport.

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 had a notable victory, they will be invited in to the school to share the victory with the local children.

P.E. Curriculum will occasionally be taken into consideration when organising school tours.

■ Success Criteria

- 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

■ Implementation

Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan. Therefore, the school plan needs to be reviewed on a regular basis.

Teachers will also be more acquainted with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

■ Review

The PE post holder will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan be monitored and evaluated every two years.

Review Date: February 2024

The following will be consulted in appraising the PE plan:

- Teachers
- Pupils
- Parents
- Post holders
- BOM/DES Inspectorate

■ Ratification

The PE plan was reviewed and ratified by the Board of Management on 9th February 2022.

Signed: _____ Date: _____

Chairperson of Board of Management

Inventory of Sports Equipment

Gymnastics

- mats
- benches
- horse
- climbing frame
- ladder

Games

- balls (assorted size, weight and colour)
- huls
- hockey sticks
- bats (wooden and plastic)
- bean bags
- hoops
- ropes
- quoits
- tags
- bibs
- jerseys
- volleyball net
- parachute
- spots
- bocce discs
- goalposts
- basketball hoops
- cones
- basketball for children with special needs
-

Playground Equipment

- wheelies
- skipping ropes
- novelty box
- connect 4
- blocks x 2
- target boards
- playground markings
- goalposts
- basketball

Athletics

- javelins
- hurdles
- relay batons
- agility ladders
- novelty race equipment

Orienteering

- map
- photos
- markers

Dance

- cd
- dvd