
**PLEAN SCOILE
CORP OIDEACHAS**

INTRODUCTION STATEMENT AND RATIONALE

Rationale: P.E. is an important subject area in Doolin national School because P.E. provides children with a wide variety of opportunities, challenges the mind and body and encourages co-operation with others. P.E. is an enjoyable activity contributing to the holistic development of the child. It is a subject area which integrates well with the other subject areas of the curriculum.

Vision and Aims

(a) Vision

We seek to assist the children in our school to achieve their potential in physical education, by promoting active participation for all and by fostering a positive attitude towards healthy living.

(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.

1. STRANDS & STRAND UNITS

The following is an outline of the strands and strand units for classes from Junior Infants to 4th Class

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

5th and 6th class will experience all of the above with the addition of:

Outdoor and adventure activities	<ul style="list-style-type: none">• Water-based activities
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2. APPROACHES AND METHODOLOGIES

Approaches and methodologies in Doolin national School endeavour to include all children irrespective of their abilities.

Where and when appropriate we will also use the expertise from outside agencies to enhance our P.E programme and implement more specific strand units. For example,

Aquatics: Swimming pool and qualified instructors

Outdoor Adventure: every second year and senior classes will attend an outdoor adventure centre as part of their integrated P.E programme and participate in strand units from their P.E programme under expert advice.

APPROACHES

Teachers will endeavour to

- Use as many approaches as possible during the P.E. programme although some strands are more suited to some approaches than others.

- Direct teaching

The teacher tells or demonstrates content and children follow instruction. Teacher also observes and makes decisions regarding direction and pace of lesson. This approach is appropriate to introduce a new lesson, organise an activity and ensure safety practices are being applied.

- Guided Discovery Approach

This approach is designed to encourage children to sort out a challenge and come to a solution during an activity. This emphasis is on the child leading and exploring, experimenting with movements, or coming up with tactics to a game.

‘c/f Exemplar 1, pg. 44, Teachers Guidelines’.

Integration

- P.E. has many objectives, which may be developed in other subjects such as Gaeilge, English, Art, Music, maths and S.P.H.E. S.P.H.E. particularly lends itself to P.E. as it emphasises care of the body, self-awareness, a sense of fair play and good practices for life. To see examples of how to integrate other subjects with P.E. look at ideas on p. 44-49 of the Teachers Guidelines.

Gymnastics

- Very limited gymnastics will be taking place, as we do not have the facilities to accommodate this.

METHODOLOGIES

Across our P.E. programme we are encouraging maximum participation by all children, by using a variety of methodologies for all abilities and interests.

- Individual, Pair, Group, Team Play

Throughout the P.E. class/programme the emphasis should be on the child working alone or with others co-operatively. At infant level most children will work independently - they then progress to partner work. Small groups are the next progression and that will lead to teams with children from 3rd to 6th class. Always be aware in team/group play of the individual and modify rules to make mini teams to encourage full participation.

- Station Teaching

Suited to teaching games, athletics and aquatics. It's a method that allows the maximum number to participate continually on different tasks. It also allows the maximum number to participate continually on different tasks. It also facilitates group work very well. To maximise enjoyment and gain good practice or objectivities it should be well planned out with specific time. 'c/f Exemplar 3, p. 5, Teacher Guidelines'.

- Grids

This is a useful method for teaching games from 3rd to 6th class. It's most beneficial to allow for individual or pair practice, group and small sided games. Use markers indicating outlined boundaries for grids – consider health and safety issues when using moveable objects. For ideas 'c/f Exemplar 4, p.53-54, Teacher Guideline'.

3. ASSESSMENT AND RECORD KEEPING

Assessment is an integral part of teaching and learning. In the course of the P.E. lesson teachers are constantly assessing, identifying progress and difficulties. Assessment assists the teacher in planning, facilitates communication with parents and other professionals, provides feedback to the child, plays a diagnostic role especially for children with special needs, and monitors the effectiveness of teaching methodologies, approaches, facilities and resources.

Assessment should reflect a broad and balanced programme of physical education and should be included in the following areas:-

- Social, physical qualities of the child
- Physical skills, competence
- Knowledge and understanding relating to P.E.
- Creative and aesthetic development
- Development of health related fitness
- Development of safe practices.

Teachers will use a variety of techniques to assess pupil's progress in P.E. They may include some or all of the following:-

- Teacher observation
- Teacher designed tasks

Assessment will be undertaken in a manageable and balanced manner.

The child's progress in P.E. will be communicated to parents at the parent/ teacher meeting and in end of year reports. The child's progress will be communicated to other teachers through the use of each child's individual file and oral communication if necessary.

4. MULITI-CLASS TEACHING

The physical education lesson needs to be carefully planned to ensure effective multi-class teaching. Teachers will need to plan activities that allow children to undertake tasks appropriate to their stages of development. When planning to suit differing abilities, consideration should be given to the following strategies.

- Applying different levels of difficulty to tasks. Fro instance one child/ individual may be asked to throw a beanbag and catch it with both hands while stationary while another child/ individual may be challenged further by being asked to perform the activity while moving. To give another example in a different context, a child is asked to discover how far he or she can run in 30 seconds while another child is asked to discover how far he or she can run in 40 seconds.
- Setting a common task but allowing children who have grasped the basic lesson to develop further the content of he lesson, while another group may practice again what was covered in the basic lesson. For instance a group of children who have grasped a particular creative dance that their teacher has demonstrated may be allowed to create their own.
- Group work can be facilitated through the station teaching method. The use of stations is appropriate in teaching games, outdoor and adventure activities, athletics to aquatics. This is a framework, which allows maximum numbers of children to participate, providing opportunities for groups of similar ability or children at the same class level to work on different tasks at the same time. Children work with specific equipment practicing certain skills to playing designated games. The class may consist of e.g. Six groups after a given time e.g. 1 min (according to the activity) they move on to another station to practice a different set of skills.
- Support personnel may be used to help with group teaching whereby the class teacher discussed with the personnel selected the requirements of the class and of the individual children within the class where appropriate, the school's policy on P.E. and the class programme. The selected personnel can then support the role of the teacher in the implementation of a programme, which will benefit the individual child and the class. The class teacher may take a group of children whilst the coach takes another group to the coach may take the entire class. However, it is essential that a class teacher be resent with the coach at all times.

In determining the role of any coaches the teacher should identify the

- Needs of the children
- Gaps in provision
- Extent to which the support personnel will benefit the individual child or class
- Previous experience with young people of the personnel selected
- Qualifications of the support personnel
- Knowledge of health and safety displayed by the support personnel
- Organisational skills of the support personnel

5. PLANNING FOR CHILDREN WITH SPECIAL NEEDS

The P.E. programme should offer each child the widest possible range of experiences. A safe and secure environment should be provided for P.E. appropriate to the child with special needs.

A child who is especially gifted should be challenged by tasks appropriate to his or her level of ability. On the other hand, the child whose rate of progress is considerably slower may need to have skills activities and equipment modified.

In Doolin National School every effort is made to meet the needs of all students. Coaches may come to the school to develop and enhance the skills of games. Where coaches must be paid, payment will be made by the Board of Management. The children also participate in swimming lessons – one term per year. Each child learns at their own pace. Their progress is monitored and they move to the next level when ready.

6. EQUALITY OF PARTICIPATION AND ACCESS

The teachers of Doolin National School have considered the needs and interests of both boys and girls when planning the P.E. programme. Equality of opportunity is provided to all boys and girls to participate in P.E. activities and to experience all strands, e.g. aquatics: swimming lessons for all children, games: hurling and camogie, dance: Irish dance for boys and girls, gymnastics: for all children, athletics for boys and girls.

7. CURRICULUM PLANNING-LINKAGE & INTEGRATION

LINKAGE

What linkage can take place within physical education?

Many playground games can be planned as part of an athletics or games unit.

INTEGRATION

What activities integrate P.E. with other subjects? How is this planned and organised?

Physical education has many objectives, which are developed by other subjects such as Gaeilge, English, Art, Music, Mathematics and especially S.P.H.E. (Teachers Guidelines, pgs. 18, 45-47)

SPHE

The emphasis in the physical education programme on promoting enjoyment of and positive attitude towards physical activity and its lifelong contribution to health compliments the strand unit of the SPHE programme “Taking Care Of My Body”.

Outdoor activities can be linked with the Strand Unit “Environmental Awareness and Care”.

Games and athletics provide valuable opportunities for the child to learn to accept decisions and rules and to develop the concept of fair play; the strand unit “Relating to Other” explores this.

Swimming and aquatic activity can promote safety considerations developed in the strand unit “Safety and Protection”.

Gaeilge

Ba choir an Ghaeilge a shníomh isteach go nádúrtha agus dé reir a chéile sna ceachtanna corp oideachais, I mionchluichí agus I ngnaiseacht súgaithe na bpaistí. Is féidir: bainisteoireacht ranga a dhéanamh trí Ghaeilge.

- Gnáthorduithe a thabhairt
- Ceistenna a chur
- Feaeras beag a aimniú as gaeilge
- Foclóir a bhaineann le cluichí éagúla a úsáid m.sh: bígí ag crochadh/ag luascadh/ ag dreapadh
- Foclóir a bhaineann le lúthchleas íocht a úsáid m.sh bígí ullamh, reidh, gluaisgí

- Uid de na teoracha a scríobh as Gaeilge nuair atá an treodoireacht ar súil ag na paistí

SESE

Geographical skills are promoted (such as map reading) , the children engage in outdoor activities. Studies of the environment, weather and terrain can be undertaken through outdoor activities.

The origin of dance music and the history of games and sports can be explored.

Local, national and international sports can be studied in history.

Arts Education

Non verbal communication developed through gymnastics and dance linking with drama.

Themes from sporting activities can be explored through drama and can form the springboard for artwork.

Music can be used for warm-up activities and compliments gymnastics and dance lessons.

Dance movements and themes may be interpreted in a variety of visual arts media e.g. drawing, painting and costume design.

National tunes for sport occasions can be explored.

Maths

Opportunities are provided to develop appreciation of shape and balance and to estimate, measure and compare. Results may be recorded, angles maybe explored and league tables recorded.

How is integration planned and organised?

As part of both long and short term planning consideration should be given to particular themes in other subject areas as mentioned above and implemented over weekly or monthly lessons.

Language

The use of varied movement vocabulary, the interpretation of directions, descriptions of movements, discussion of rules and writing or telling of experiences in sport or outdoor activities all help to enrich language.

9. CODE OF ETHICS

the staff of the school are guided by the Department of Education and Science, “Children First Guidelines” and the Irish Sports Council “Code of Ethics, Good Practice for Children’s Sport”.

On occasions outside personnel are used to support the class teacher in the implementation of some strands of the P.E. curriculum.

Code of Ethics for Outside Personnel

- Coaches should treat pupils with integrity, respect and equality and should expect respect in return.
- Coaches should use appropriate and respectful language at all times.
- Lessons should be appropriate to pupil’s age and level of ability and conducted in an atmosphere of fair play and fun.
- Teacher will be present at all times.
- Disciplining of pupils should be carried out by the teacher not the coach.
- Coaches should never be alone with one pupil.
- Coaches should be models of good practice.
- Confidentially.

P.E. POLICY

Organisational Planning: Health & Safety

Health & Safety

During P.E. class/activity:

- Warm up activities at the beginning of lesson and cool down at the end of lesson to decrease risk of injury to pupil and teacher and time planned to include both in each lesson
- Space per child to be adequate so as not to impede on another child, wall, door, basketball post etc.
- Equipment to be demonstrated before use and only specifically used upon instruction of teacher. Any damaged equipment not to be used and notice given to P.E. equipment co-ordinator re mending.
- Activities in large area e.g. whole school yard or pitch must first outline the boundaries permitted during class e.g. not travelling on wet grass when in yard, stay within confines of pitch when class is using the pitch. Segregate areas where necessary with use of cones/ markers.
- Accidents – be aware of health & safety policy re first aid and what can and cannot be applied to a child when injured. Establish a procedure if accident is serious and help needs to be called – do not move child, send another child to secretary's office to ring parent and another to First Aid Officer in school to assist. If necessary bring child to doctor/ hospital with another adult. If accident occurs fill in incidence book in office stating facts with date and time and persons involved as this may be needed at a later date.

Medical Conditions

- Be aware of any medical condition of pupils within class and how this is affected by physical activity.
- Become familiar with Administration of Medication policy.
- Leave such information in prominent place for substitute to access readily and easily.
- Always prepare when travelling away from classroom e.g. swimming pool, pitch, activity centres, have any medicine necessary e.g. asthma inhalers, glucose sweets etc. as time is of the essence when condition gets aggravated during physical activity.

P.E. Equipment

- Check equipment is sound before use to prevent accident or injury. Also identify any faulty equipment at the end of class and do not return to store but to M.Moroney.
- Ensure P.E. storeroom is used only when teacher is present to prevent objects falling causing injury.
- Take great care in returning equipment to its rightful place to prevent accidents when next class requires it.
- Each year audit P.E. equipment to assess any faults and repairs needed e.g. trampoline, swings etc.

Out of School Activities

- Ensure adequate supervision is provided by activity centre before attending
- Travel with adequate supervision – teachers, special needs assistants and parents when necessary.
- Ensure children are correctly seated and belted up when travelling on public transport to and from activity centres.
- Implement a system of checking numbers going, coming and during activity day e.g. roll call, buddy system, groups and leaders.
- Always have a mobile or access to phone when away from school for emergencies.
- Always carry first aid kit, extra clothing, provisions and sick bag especially when travelling with younger classes on activity based days.

10. ORGANISATIONAL PLANNING

Parental Involvement

Effective partnerships are dependent on good organisation and management. The support of parents for the programme of physical education should be sought so that children derive maximum benefit from physical education. An appreciation of the importance of physical education should be fostered in the wider school community. Parents with particular experience in the area of physical education could be encouraged to assist when specific opportunities arise. Talks on topics related to physical education could be organised by parents or they could be encouraged to help with activities such as the Fun day, visits to the swimming pool and outdoor education trips.

11. COMMUNITY LINKS

Extracurricular sporting activities organised and / or implemented by parents and to members of the community should be linked where possible to the schools P.E. programme. It can provide children with fun and enjoyment as well as opportunities and other children.

Sports persons and parents in the area with particular experience in the area of P.E. should be encouraged to assist when specific opportunities arise in the school. All the coaches are invaluable to teachers in providing information and communication with us about their chosen area. It is very important that the children in our school have an appreciation of aspects of P.E. we can promote this by school tours/ visits to places of interest e.g. Cusack Park, the Michael Cusack visitor centre in Carrion, Croke Park and many others.

SUCCESS CRITERIA

- This plan will have been successfully implemented if the teachers of Doolin national School use it for their individual planning and if procedures outlined in this plan have been consistently followed.
- Other means of assessing this plan will include
 - Teacher/Parent/Community/Coach feedback.
 - Children's feedback regarding the activity level, enjoyment and skill development of the classes.
 - Inspector's suggestions/reports.
 - Second level feedback.

Implementation

- (a) M.Moroney will have responsibility for co-ordinating the progress of the plan. She will encourage and accept feedback on its implementation and will report to staff on findings at staff meetings. The plan will be monitored and evaluated on a regular basis at staff meetings.

Review

Roles and Responsibility

This plan will be reviewed by teachers, pupils, parents in January 2016. M.Moroney will have responsibility for co-ordinating the review.

Ratification and Communication

This plan was ratified by the Board of management on _____ and is available for parents to review on the school website.

