**Physical Education Plan, St. Patricks N.S.**

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 lives. We aim to provide these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

Vision

We seek to assist the children in our school in achieving their potential by the promotion of physical activity throughout the school. In St. Patricks N.S. 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 curriculum for physical education. The aims of physical education in St. Patricks N.S. 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.

Broad Objectives

When due account is taken of intrinsic abilities and varying circumstances, the physical education curriculum should enable the child to

 Social and personal development

* Experience enjoyment and achievement through movement
* Interact and co-operate sensitively with others, regardless of cultural or social background or special needs.
* Develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement.
* Develop an understanding of fair play and team spirit through participation and competition.
* Develop positive attitudes towards participation in movement activities.
* Experience adventure and challenge

Physical and motor development

* Develop strength, speed, endurance and flexibility through engaging in a wide range of activities.
* Develop agility, alertness, control, balance and co-ordination through movement.
* Develop personal competence in the athletic skills of running, jumping and throwing.
* Perform dances with confidence and competence, including simple folk and Irish dances.
* Develop personal competence in the games skills of sending, receiving and travelling using a wide variety of equipment, and to apply these skills in games situations.
* Apply the skills needed to live and move with confidence in the environment
* Develop personal competence in a variety of strokes and water agility.

Strands and Strand Units

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages:

1. Infant classes pp. 16-23
2. First and Second classes pp. 24-34
3. Third and Fourth classes pp. 38-46
4. Fifth and Sixth classes pp. 48-59
5. Aquatics: Junior Infants-Sixth pp.62-64

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

We will endeavour to create a PE rich environment in the school by introducing a range of games and activities in the course of physical education lessons. After school activities are an important feature of this school across a variety of sports including athletics, basketball and gaelic games inclusive of boys and girls.

* We will ensure there is continuity and progression from class to class by:
* Developing appropriate warm-up activities for indoor and outdoor work at each level – with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.
* We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cuntas Miosuil )

Approaches and Methodologies

We will use a combination of the following approaches:

* Direct teaching approach e.g. teaching a specific skill such as ‘soloing’ in Gaelic
* Guided discovery approach e.g. children creating their own sequence in dance
* Integration e.g. Geography and Outdoor and Adventure Activities –

directional and spatial awareness. We will endeavour to use methods that encourage maximum participation by the child through group work:

* Individual, pair, group and team play - younger children and special needs children will need more individual attention
* Station teaching - groups moving around different stations and having one teaching station

Structure of a PE lesson:

1. Warm Up

2. 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 may be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson
* We may divide our hall/play area into Grids to allow for small group activity and yet all children will be involved

3. Cool Down

Assessment

The teachers in the St. Patricks N.S. will assess the P.E. lessons delivered as we identify progress and difficulties.

We will 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
* 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.

Children with Special Needs

* Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in P.E. activities. This will mean we have to focus on the abilities of each child. Children with special education needs in mainstream classes who have been allocated a Special Needs Assistant will have the benefit of this assistance while engaged in physical education activities when the SNA is present in the class at that particular time.
* We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary.

General Adaptation Suggestions

Equipment:

Larger/lighter bat

Larger target

Mark positions on playing field

Lower target

Vary balls (size, weight, colour, texture)

Rules, Prompts, Cues:

Demonstrate/model activity

Partner assisted

Disregard time limits

Oral prompt

More space between students

Allow ball to remain stationary

Allow batter to sit in chair

Place student with disability near teacher

Boundary/Playing Field:

Decrease distance

Use well-defined boundaries

Adapt playing area (smaller, obstacles removed)

Actions:

Modify grasps

Modify body positions

Reduce number of actions

Use different body parts

Time:

Vary the tempo

Slow the activity pace

Lengthen the time

Shorten the time

Provide frequent rest periods

POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL

LEARNING DISABILITIES

Potential area of difficulty Implications for learning Possible strategies

• fitness levels

 It may be necessary to set targets to improve fitness.

• include active warm ups and drills for skills practice

• vary activities in the lesson to include the use of gross motor skills; regular short periods of

 exercise daily; cooling down exercises and consultation with parents/guardians

• listening and responding

The student may have difficulty with short–term memory and concentration span.

• keep instruction simple and clear. Students repeat instruction.

• demonstration(s) of task; verbal analysis of task; student performs task, teacher affirms task

• move to new instruction regularly

• co-ordination and balance

The student may have difficulties in fine and gross motor skills in all strand areas.

• teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing.

• give good visual demonstrations

• reaffirm good examples and practices

• use additional equipment to suit the needs of the student, for example softer balls, larger target

• provide physical support to student in performing skill, for example jumping spatial and body awareness

There may be safety issues for students engaging in movement exercises.

• provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises

• use specific body parts in exercises e.g. make a shape with the upper part of the body

•left–right orientation

It may be necessary to include regular exercises with these movements.

•include warm-up exercises/stretches. Students mirror actions of peers or teacher: Simon says; Follow the leader

• include exercises with equipment using both sides

Behaviour

This will necessitate the smooth progression of lesson structure with clear instructions.

• establish routine format for class and the expectations of desired behaviours

• ensure that the student is suitably placed in the class for optimum learning

• check that the student is paying attention by reinforcing and questioning

• involve the student where possible in demonstration

• encourage the student and assign tasks opportunities for success

• 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 strands.

• group students appropriately

• use co-operative fun activities regularly

• give encouragement and acknowledge good effort

• set appropriate skill development level

• set reasonable targets for co-operative activities

Children with exceptional ability/talent for P.E. will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the P.E. curriculum in which they excel. These challenges will be based on the activity being pursued by the rest of the class. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

All children will be encouraged to participate in all P.E. activities through the use of cooperative fun activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child’s ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

In planning for P.E. St. Patricks N.S. will pay attention to the following areas in order to promote gender equality throughout the physical education curriculum.

* We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school’s programme.
* When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
* As a staff we will help children to build positive attitudes towards all activities.
* We will take into account the needs of girls and boys when promoting the health related fitness of children.
* We will enter both boys and girls teams in inter-school competitions.

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.

Linkage and integration

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

* Integration e.g. dance and music
* Linkage can take place within physical education in that 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.

Organisational Planning:

Timetable

All classes will have one full hour timetabled per week

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 in the schoolyard or field. Other strands will therefore be carried out during the winter when it is assumed the weather will not be good enough to be outdoors. P.E equipment for each strand will be sorted and made available to support this plan.

Yoga will be offered to children in Infants.

Gymnastics will be offered to children in 1st & 2nd

Swimming will be offered to children in 3rd & 4th

Hip Hop dancing will be offered to children in 5th & 6th

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. 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.

After School Activities

After school activities are organised in St. Patricks N.S. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principles of the PE 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

Providing activities equally suitable for boys and girls.

St. Patricks N.S. enters teams in hurling, football and athletics competitions organized by Cumann na mBunscol. Boys and girls from 3rd to 6th classes receive coaching after school in the above sports from teachers in St. Patricks N.S. This coaching takes place in the school field and school hall and is ongoing throughout the year.

St. Patricks N.S. organises a sports day where emphasis is on enjoyment and participation in a non-competitive environment. The children move from station to station ensuring active engagement in a variety of activity.

Health and safety

Issues identified as being health and safety issues in a P.E. 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 P.E. all members of St. Patricks N.S. staff will ensure that the following safety aspects will be taken into consideration

All children have to wear suitable footwear and clothing during a P.E. lesson.

Children will not be allowed wear any jewellery during a P.E. 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 P.E. equipment safely. In all P.E. 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 P.E. lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.

Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.

Individual Teachers’ Planning and Reporting

The whole school plan and the curriculum documents for P.E. will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum

The Cuntas Miosuil will be very relevant in reviewing and developing the school plan for the following years.

Staff Development

St. Patricks N.S. has a selection of relevant resource material which will aid the teachers in their development and implementation of the P.E. curriculum. Teachers are informed of suitable websites from where teachers will be able to source material.

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.

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.

Parental Involvement

Parents are invited to participate in the sporting life of the school. They are encouraged to support the various school teams.

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 acquainted with the content and methodologies outlined

in the plan.

Success Criteria 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

A balance between contact and non-contact activities

Providing opportunities for achievement for each child

Providing activities equally suitable for boys and girls.

Means of assessing the outcomes of the plan include

Teacher/parent/community feedback

Children’s feedback regarding the activity level, enjoyment and skill development

Inspectors’ suggestions/report

Roles and Responsibilities

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

The plan will be monitored and evaluated every May as the school year nears an end and we can reflect meaningfully on how well the PE programme has been taught and received in the school. The following will be consulted in appraising the PE plan

 Teachers

 Pupils

 Parents

 BOM/DES Inspectorate

 PCSP website

Useful Websites:

www.irishprimarype.com

www.pcsp.ie (PSSI lessons available online)

www.pecentral.org

www.gameskidsplay.net

www.primaryresources.co.uk

www.teachingideas.co.uk

www.pevideo.org

www.teach-nology.com

www.lessonplancentral.com

Ratification/Communication

The Policy was ratified by the Board of Management of St. Patrick’s National School, at a meeting held on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Mrs. Evelyn Kinsella

 Chairperson, Board of Management

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Ms. Geraldine Barnes

 Principal