

# Oylegate NS

## Draft Physical Education Policy

### **Introductory Statement:**

This policy was formulated following a consultative process which took place over a period of months. The Principal, class teachers, resource teacher and learning support teacher were involved in drafting this policy.

### **Rationale:**

In our school we see the physical experiences of PE as an integral part of the education process without which the education of the child is incomplete. Through a diverse range of experiences providing regular challenging physical activity we aim to foster the balanced harmonious physical, social, emotional and academic development of the children in our school.

This policy was devised:

- To benefit teaching and learning in our school
- To conform to principles outlined in the primary curriculum
- To review the existing plan for PE.

### **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.

### **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 variety 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 a range of gymnastic movements
- develop personal competence in the games skills of sending, receiving and travelling using a variety of equipment, and to apply these skills in games situations
- apply the skills needed to live and move with confidence in the environment
- build water confidence near, in, on and under water
- develop personal competence in a variety of strokes and water agility

*Knowledge and understanding*

- develop an understanding and general knowledge of movement activities and derive benefit as a participant and as a spectator
- develop an understanding of travel and weight-bearing as the basis of efficient body management and control, both on the floor and using apparatus

- experience and develop an understanding of the use of space, speed, effort, direction and level in the performance of actions
- develop an understanding of the appropriate basic rules, tactics and strategies of movement activities
- observe, discuss, analyse, interpret and enjoy the performance of movement
- gather, record and interpret information on achievement in movement activities
- be inventive, make decisions, solve problems and develop autonomy through movement activities
- participate in and develop a knowledge, understanding and appreciation of cultural activities through movement
- develop an appreciation of and respect for the environment through participation in activities outdoors

#### *Creative and aesthetic development*

- use the body as a means of expression and communication, using a range and variety of stimuli
- create and perform simple dances
- create and play simple games
- develop artistic and aesthetic understanding within and through movement

#### *Development of health-related fitness*

- maintain and enhance health-related fitness through vigorous physical activity that helps to promote a healthy life-style
- understand and practise good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

#### *Development of safety*

- adopt safe practices in all physical activities.

### **Review**

It will be the responsibility of the Principal Teacher to co-ordinate a review of this Policy.

**This PE Policy will be addressed under the following headings**

#### **A. Curriculum Planning:**

1. Strands and strand units
2. Approaches and methodologies
3. Linkage and integration
4. Multi-grade teaching
5. Assessment and record keeping
6. Children with different needs
7. Equality of participation and access

## **B. Organisational Planning:**

8. Timetable
9. Resources and ICT
10. Health and safety
11. Individual teachers' planning and reporting
12. Staff development
13. Parental involvement
14. Community links

## **A. Curriculum Planning**

### **1. Strands and strand units**

- Teachers are familiar with the strands/strand units/content objectives for the relevant class levels.  
The Curriculum documents outline the strands and strand units clearly on the following pages:
- 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 choose a range of activities for all strands for each class and children have access to five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities.

The remaining sixth strand, Aquatics, is implemented in the classroom. Children used to attend the Waterfront Swimming Pool for swimming lessons but it was

discontinued because of lack of parental enthusiasm. The school will liaise with parents to see if they would like it to re-occur.

Opportunities are created to develop an understanding and appreciation of each strand unit on planning days/staff meetings/Sports Days.

Teachers ensure that there is continuity and progression from class to class by recording strands covered through their planning and review

Specific issues that need to be considered in multi-class situations are mixed abilities of pupils, physical strength of some pupils and group teaching.

## **2. Approaches and Methodologies**

The teachers use a combination of teaching approaches during PE lessons. Teachers will vary the approaches according to which is most suited to achieving the objectives of the lesson, taking such factors as the content and context of the lesson into account and the needs of the learners. The teacher may move between differing approaches even within one lesson.

- Direct teaching approach
- Guided discovery approach
- Integration - e.g. with oral language SESE and art

With the aim of encouraging maximum participation in all PE activities a variety of differing methodologies are employed by the teachers through group work.

These include:

- Individual, pair, group and team play p. 51
- Station teaching pp. 51-53
- Using a play area divided into grids p. 54

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

Teachers are continually assessing the students' performance in PE through teacher observations and teacher designed tasks. The students are assessed on their willingness to perform, interest, enthusiasm, skill level and willingness to co-operate.

Information gained from the assessments forms part of class and school planning. Records of a child's PE progress are recorded in end of year reports. Feedback is also shared with parents at Parent/teacher meetings in November.

#### **4. Multi-class Teaching**

Our policy is to facilitate individual, partner, team and whole class work to cater for differing levels of ability within each year group and between each class where appropriate.

Follow-up activities to a basic lesson can be introduced, where one group has an opportunity to practise again what was covered in the basic lesson, while the other group moves ahead and develops further the content of the basic lesson, for example one group bounces the ball in Gaelic while another group hops and toe-taps. Every child will experience success at their level

Group work is facilitated through the 'station' teaching method by organizing a group of children of similar ability or children at the same class level.

Support personnel, provided by sports or dance organizations, are not used at present to help with group teaching.

#### **5. Children with Different Needs**

It is the policy of the school to encourage and support children who find PE challenging as well as facilitating the children who have talents in this area to develop by providing them with tasks appropriate to his/her level of ability. The child with special needs shall experience the enjoyment of participation and progression through the various stages of the physical education programme according to his/her ability. All the class teachers encourage maximum participation in the physical education lesson by the children and provide the opportunity to benefit from a balanced PE programme for all children.

Classes are organized and activities are adapted to include children who may have physical disabilities through grouping, pairing and use of stations  
Children with exceptional ability/talent for PE are encouraged and supported by offering them challenges of speed, distance and accuracy through  
Dribbling/Travelling activities in Games. Inactive/shy/self-conscious children are encouraged to participate in PE activities by setting realistic goals for them and allowing them to experience success at their level.

#### **6. Equality of participation and access**

Gender issues that need to be considered in relation to the teaching of PE:

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

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

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

Provision is made for inclusion of the following: children experiencing any form of disadvantage; children with disabilities.

## **7. Linkage and integration**

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

- **Linkage:**

Linkage can take place within physical education for example many playground games can be planned as part of an athletics or games unit; athletics as part of games activities; orienteering incorporating games.

- **Integration:**

Integration is planned and organized by staff through planning and is regularly used in Gaelic, Drama, SPHE and Music among other subjects.

Theme based activities may be used to support integration by staff when possible.

They may be recorded on fortnightly plans.

- **Language:**

The school creates opportunities for pupils to discuss and talk about their own and others' performance in PE during and after the PE activity e.g. "What skills did you learn?"

We enable children to develop a vocabulary for discussing and critiquing PE activities through similar discussions.

## **B. Organisational Planning:**

### **8. Timetable**

One hour per week is allocated at each level for PE, including GAA or rugby coaching.

### **9. Code of ethics**

*(Refer to school's Child Protection Policy based on the Department of Education and Science guidelines accompanying the 'Children First' guidelines.*

Hurling coaches are used to support the class teacher in the implementation of some of the PE curriculum strands in the school.

GAA and rugby coaches follow a code of ethics with regard to coaching.

Teachers may support the hurling coach by teaching with him/her.

## **10. After-school activities**

The school provides further opportunities within an extra-curricular programme through Rackard League training for camogie, hurling, football and rounders.

We ensure that these extra-curricular activities are linked to the PE programme by focusing on participation, skills development and enjoyment.

Oylegate NS enters soccer and Rackard League hurling, camogie, football, and mini-sevens competitions annually. Pupils from 3<sup>rd</sup> to 6<sup>th</sup> participate. Pupils are encouraged to enter the annual athletics competition in Bree. The school organises a sports day where children spend a day engaged in PE activities.

## **11. PE equipment and ICT**

- **PE Equipment**

There is an inventory of equipment and resources available for PE. The equipment is appropriate for the PE curriculum. The equipment is stored safely in a dedicated PE storage shed. Each teacher has a copy of the checklist. The equipment is purchased centrally by the principal.

- **ICT** (Refer to p. 101 Teacher Guidelines)

ICT may be used in PE for treasure hunts, orienteering, dance (Wii Fit moves, GoNoodle), advertising an event, photographing activities, music CDs, and healthy lifestyle DVDs. Appropriate software currently available in the school includes PCs, laptops, and digital cameras.

## **12. Health and safety**

Members of staff have had first aid training.

Staff members are aware that certain children have specific medical conditions.

## **13. Individual teachers' planning and reporting**

- Teachers plan using the strands and strand units. *(Refer to pp. 34-35 Teacher Guidelines)*



- Teachers' cúntais míosúil are stored in the Principal's office.

#### **14. Staff development**

- Teachers have access to current research, reference books, resource materials, and websites dealing with PE. The principal takes responsibility for monitoring developments.
- School personnel can research new methodologies and arrange for demonstrations or opportunities to try out equipment/resources and assess whether or not they should be purchased. *Buntus* has provided training in the Games Strand.
- Teachers are encouraged to attend any courses available pertaining to PE.
- They are encouraged to share the expertise acquired at these courses at staff meetings.
- Time is allocated at staff meetings to discuss aspects of the PE curriculum when the need arises.
- Teachers can avail of internal and/or external expertise to inform and upskill the school community in these areas.

#### **15. Parental involvement**

- All curricular policies are posted on the school website.
- Parents can support the child in fostering interest in PE by not putting undue pressure on children to always win and stressing participation, enjoyment and skill development on their child.

#### **16. Community links**

- The local GAA club is fully supportive of GAA activities in the school and provides its facilities and equipment for the school's use.


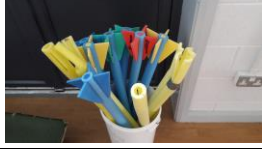
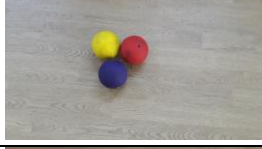


#### **C. Success criteria**



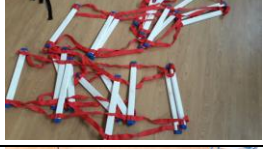


This plan will make a difference to the teaching and learning of PE in our school. The criteria that will indicate success include the following:






- Teachers' preparation based on this plan
- Procedures outlined in this plan consistently followed
- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes.


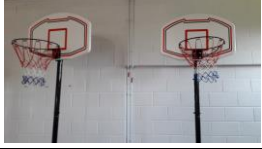







- Inspectors' suggestions/report
- Second level feedback
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for girls and boys.

## PE Equipment and Resources Inventory

Strand	Items	Amount	Picture
Athletics	Discus	6	
	Javelins	7	
	Shots	3	
	Hammers: Heavy Plastic	5 11	
	Hurdles: 6'            9' 12'	6            6 6	


	Batons	4	
	Speed Bounce	1	
	Agility Ladder	2	
	Hi Stepper	1	
	Balance Beams	3	

Strand	Items	Amount	Picture
Games	Markers (cones, bollards, etc.)	Various	
	Balls Large	25	
	Balls: Small plastic Small fabric	56 2	
	Tug of war rope	1	
	Skipping ropes	84	

	Basketballs	14	
	Basketball hoops (indoor)	2	
	Hula Hoops	25	
	Rugby Balls	4	
	Tennis Equipment: Racquets Nets	47 1	
	Rounders: Bats Mats	20 5	
	UniHock: Sticks Balls/Pucks	18 2/4	
	Tent Tunnel	1 1	
	Leather Footballs	20	
	Bibs: Red/Blue Red        Blue Yellow     Green	14 34    31 34    32	
	Rugby Tags		

	Lawn Darts	6	
	Sacks	17	
	Hoop Game	1	
	Tennis Balls	15	
	Parachute	1	
	Jerseys – navy bag Jerseys – red bag	24 19	
	Hand Markers Feet Markers	20 6	
	Odd Shaped Balls	3	
	Beanbags	74	
	Eggs Spoons Wellies	22 28 4	
	Throwing Disc	1	



	3-Legged Race Ties		
	Ball Catchers	1 pair	
	Boules Set	1	
	Croquet Set	1	
	Indoor Hurls	20	
	Badminton Racquets	13	
	Skittles	10	
	Helmets	5	
	Hurls	Various	
	Water Boxes	5	
	Poles with Spikes	12	

	Hemisphere Set	40	
	pssi.pdst.ie		

Strand	Items	Amount	
<b>Outdoor and Adventure Activities</b>	pssi.pdst.ie		
	Orienteering Kit	1	

Strand	Items	Amount	
<b>Aquatics</b>	Land PAWS – Irish Water Safety – iws.ie		
	Teacher Guidelines – Land PAWS - on server under Swimming		

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Strand	Items	Amount	Pictures
Gymnastics	Benches	4	
	Mats	8	
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Strand	Items	Amount	Pictures
Dance	pssi.pdst.ie		
	YouTube – Just Dance Wii		
	GoNoodle		