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**Physical Education Plan**

**Date Ratified: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Chairperson Board of Management**

## Introduction and Rationale

This Physical Education (P.E.) plan review was led by the Middle Management Team, informed by the views of staff, pupils and the Board of Management of St. Brigid’s G.N.S., Glasnevin, during October, 2019.

This plan will form the basis of each teacher’s long and short term planning in Physical Education and so will influence teaching and learning in individual classrooms. It will also inform all teachers of our approaches and methodologies in this subject area.

This plan is a record of our agreement to teach a comprehensive P.E. curriculum and reflects the Primary Curriculum, 1999.

## Vision

St. Brigid’s G.N.S. wishes to foster in pupils a spirit of achievement, cooperation and enjoyment of physical activities. P.E. is a valuable aspect of the learning process and contributes not only to the physical development of the child but also to psychological, social and emotional development. P.E. provides opportunities for the child to develop skills, knowledge, understanding and enjoyment by all pupils. In developing these, the importance and enjoyment of physical activity, play and maximum participation by all children will be to the fore.

It is an integral part of the curriculum and promotes a healthy and active lifestyle and well-being.

## Aims

We endorse the aims of the P.E. curriculum as outlined in the P.E. Curriculum P. 10

* To promote the physical, social, emotional and intellectual development of the child
* To develop positive personal qualities
* To help 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.
* To foster a sense of identity, belonging and community
* To foster a sense of teamwork and collaboration

Additional aims particular to our school.

* Participation in extra-curricular games e.g. Gaelic football, camogie, basketball etc. as organised by teaching staff
* Participation in activities such as the Daily Mile/Marathon Kids etc.
* Swimming class course provided for 3rdand 4th classes in the local leisure centre annually
1. Content of the P.E. Plan

##### 4.1 Strands and Strand Units

Content is structured into different strands and strand units as outlined in Appendix 1.

* Each teacher is familiar with the strands and strand units, content objectives for their class level. This is to ensure a coherent programme throughout the school.
* All strands and all strand units must be covered each year but not all the content objectives need be addressed within a strand unit.

#####  4.2 Skills and Concepts Development

The development of Physical Education skills is of equal importance to strand content in this curriculum.

The fundamental movement skills to be developed in each child are as follows:

* Locomotor Skills: Walking, running, hopping, skipping, jumping for height, jumping for distance, dodging, side stepping
* Stability Skills: Balancing, landing
* Manipulative Skills: Catching, throwing, kicking, striking with the hand, striking with an implement

These skills will be developed through the content of the strands and strand units. Strategies for development of these skills will involve the children being actively involved in physical, motor, social and personal developmental skills.

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

* Develop strength, speed and flexibility
* Develop agility, alertness, control, balance
* Develop personal competence in games skills
* Perform dances with confidence and competence
* Develop personal competence in a range of gymnastic movements
* Build water confidence near, in, on or under water
* The use of maps, globes and atlases will be used in age appropriate way from infants to 6th class and will encompass a wide range of graphical activities.
* The geographical investigation skills will be included in various indoor and outdoor investigation work.

By following the content of this curriculum and by developing the physical education skills, the children are afforded opportunities to experience enjoyment and achievement through movement.

4.3 Children’s ideas

The children’s ideas of body awareness and individual skills/competencies are used as a starting point for all physical education activity.

Prior knowledge is elicited using

* Talk and discussion
* Play and experimenting
* Enquiry process and Questioning
* Activity

4.3 Approaches and Methodologies

The following are the key methodologies of the primary school curriculum in the teaching of P.E.

* Individual work
* Paired work
* Group work
* Whole class/team work
* Station teaching
* Playgrounds and the grass areas, as well as the interior hall area, to be used in the P.E. programme.

**Methodologies relating to the P.E. strands include:**

References to the Teacher Guidelines for P.E. are listed with the relevant page numbers:

* Approaches to athletics.pg 56-59
* Approaches to dance pg. 61-73
* Approaches to gymnastics pg. 74-83
* Approaches to games pg. 84-89
* Approaches to outdoor and adventure activities pg. 91-93
* Approaches to aquatics pg. 94-97

4.5 Linkage and Integration

Linkage:

Opportunities for linkage and cross-curricular connections within the Physical Education Curriculum exist throughout all levels e.g. dance strand in PE integrates with performance strand in music, athletics linked with maths etc.

Integration:

Possibilities are explored to integrate physical education in cross-curricular areas. Incidental integration will also occur.

Opportunities that exist for integration with other subject areas include:

* SPHE: The development of the child’s physical and mental health through nutrition, sleep etc.
* Mathematics: The skills outlined in spatial awareness, speed etc.
* Visual Arts: Aesthetic awareness in the environment and making drawings.
* Language: Discussion of ideas and relationships in P.E. The language of location, direction and position.
* Science : Natural environmental awareness

##### 4.6 Timetable

The Primary School Curriculum suggests a weekly time allowance of one hour for physical education as follows.

In St. Brigid’s, this hour will incorporate the following:

* Teacher-led lessons
* Dance: Irish dancing
* Basketball
* Gymnastics/hip-hop
* Aquatics: 3rd/4th class- 8 week programme in Finglas Leisure Centre
* Discretionary curriculum time in P.E. may encompass school sports day, The Daily Mile programme, Go-Noodle activities, inter-school competitions egg Gaelic football/camogie, basketball, athletics, handball, yoga (during Well-Being week etc.

Teachers can decide to allocate for P.E. on a weekly basis or they can block time over a month or term.

Teachers should ensure that pupils withdrawn from class for additional support are included for as much of the P.E. programme as possible.

## 5. Assessment

Assessment techniques used in P.E. seek to:

* contribute to the holistic development of the child and thus contribute to informed decisions about her future learning
* indicate achievement of each pupil as she acquires skills or develops an understanding, and indicates further learning activities for the child to explore
* indicate learning difficulties encountered by the child
* highlight areas of excellence and the potential in the child
* inform planning for the following year

The following informal assessment tools are employed combining Assessment of Learning and Assessment for learning techniques:

* Teacher observation of the children’s learning as the physical education curriculum is implemented
* Teacher designed tasks/activities

## 6. Catering for Individual Needs

It is important that all children experience a rounded physical, mental and holistic education experience. Physical Education in the school curriculum plays a pivotal role in this education and so every effort will be made to do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities.

* Teachers will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities.
* Teachers will develop their teaching techniques so that all pupils will have opportunities for success.
* All children benefit from active involvement, at home, in school and their local environment, and as a result this will be encouraged at all times
* Children with exceptional ability will be encouraged to use their ability to develop their full potential
* Content, methods of recording and desired learning outcomes will be differentiated for children presenting with motor skills/co-ordination difficulties.
* Special Needs Assistants will provide help and support to those pupils presenting with assessed special educational needs, which impact on their ability to partake fully in P.E. lessons

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## 7. Equality of Participation and Access

* All children will have equal access to the P.E. curriculum
* Special provision is made for those presenting with special educational needs so that they can access the physical education curriculum fully e.g. differentiated tasks/instruction, support of Special Educational Team (SET) teachers/SNA support
* Children whose first language is not English will be supported in accessing the PE curriculum with support from the Special Educational Team
* All children are included in trips, workshops or exhibitions
* The PE plan will allow children to learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the wider world and so promote cultural awareness.

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## 8. Resources and Equipment

Physical Education resources are stored in the PE equipment presses, in the outdoor playground games shed and in classrooms. (See Appendix 2 for an inventory of resources)

9. Policies

The following policies support the teaching of P.E. and were drawn up in consultation with staff, parents and the Board of Management:

* Health and safety Statement
* Nutrition policy
* School Tours Policy
* Assessment and Recording Policy
* Acceptable Usage Policy
* SPHE Policy

The school’s Health and Safety Statement and procedures in relation to tours and supervision will inform the organisation of classroom activities.

Before use with the children, all equipment will be checked by the class teacher to ensure that equipment is safe for use.

## 10. Homework

Physical education learning and instruction may be reinforced and consolidated through appropriate homework activities, especially during Active Schools Week. Homework should be in line with the approaches set out in the school’s Homework Policy.

## 11. Individual Teachers’ Planning and Reporting

* The School Plan for P.E. and the curriculum documents for P.E are used as references when teachers formulate long and short term plans.
* Staff teaching the same class level will decide collaboratively on objectives chosen and will inform subsequent teachers of content covered to ensure continuity in our spiral curriculum.
* Where it is meaningful and suitable P.E. will be taught in a thematic way to integrate with the other subject areas e.g. English, Gaeilge, Maths etc.
* Each teacher will have a long term plan for the year drawn up. The teacher will then take these yearly outlines and tailor them to the needs of their own class in their short term planning.
* Work covered in P.E. is recorded as part of every teacher’s cuntais míosúil, a copy of which is furnished to the principal at the end of every month.

## 12. Staff Development

* Teachers will have access to reference books, resource materials and websites focused on the teaching of P.E. Staff will be encouraged to research and try out new approaches and methodologies.
* Teachers will be advised of any opportunities for further professional development in PE in order to enhance their understanding and teaching of the subject. They will upskill other staff in what they have learned by sharing the expertise acquired.
* Sharing of experience and good practice is encouraged.

## 13. Parental Involvement

Parents and grandparents have an important role to play in encouraging their children/grandchildren to be active and aware of the importance of physical and mental health.

Parents are encouraged to support in the delivery of this programme by:

* Participating and supporting school initiatives
* Supervision of fieldwork when/if needed
* Talking to the children about their lives and their own interests in physical education.
* Keeping up to date with the school newsletter, blog or twitter
* Attendance at Sports Days and inter-school competitions/activities

## 14. Community Links

* People in the local community who have an interest and knowledge in the area of physical education and sport will be invited to speak to the children.
* The work of some national agencies relates to aspects of the PE programme. As well as accessing materials produced by these agencies specifically for schools, we will welcome visits by speakers from these organisations that are happy to share their knowledge with the pupils.

## 15. Roles and Responsibilities

* It is the responsibility of the BOM to ratify the Plan and support its implementation
* Parents as primary educators play an important role in providing input and familiarising themselves with the school Plan, as well as supporting the teaching of Physical Education through the involvement in attendance at school events
* It is the responsibility of the Principal to oversee the implementation of the Plan and support the staff in the teaching of Physical Education
* Teachers have a responsibility to follow the school Plan and implement Physical Education accordingly
* The wider school community including the caretaker, secretary and SNAs have a role to play in supporting the overall education of the pupils. In their interactions they must reflect the principles promoted by the Physical Education curriculum.
* A member of the Middle Management Team has responsibility for the development and organisation of Physical Education within the school. Other staff members support this through training of the football and camogie team.

## 16. Review and Ratification

The Physical Education plan was reviewed In October, 2019 by the Middle management Team. It was informed by the views of staff, and was ratified on November 25th 2019.

The Board will monitor it implementation and will review again on or before June, 2021 or as the need arises.

Appendix 1: Physical Education Strands and Strand Units

 **Junior Infants to 6th Class**

**Strands** **Strand Units**

**Athletics** Running

 Jumping

 Throwing

 Understanding and appreciation of athletics

**Dance** Exploration, creation and performance of dance

 Understanding and appreciation of dance

**Gymnastics** Movement

 Understanding and appreciation of gymnastics

**Games** Sending, receiving and travelling

 Creating and playing games

 Understanding and appreciation of games

**Outdoor**

**and adventure activities** Walking

 Orienteering

 Outdoor challenges

 Understanding and appreciation of outdoor

 adventure activities

**Aquatics** Hygiene

Water safety

 Entry to and exit from the water

 Buoyancy and propulsion

 Stroke development

 Water-based ball games

 Understanding and appreciation of aquatics

**Appendix 2: Physical Education Resources and Equipment**

**P.E. PRESS NO. 2**

**Shelf 1:**

* Blue bags x2 with javelins (8+8)
* Volleyball Net
* Foam bats and balls (plastic bag)

**Shelf 2:**

* Rugby set….3 rugby balls, 15 bibs, whistle, 10 disc markers
* ‘Throw the Hoops on sticks’
* Adventure set(red bag)
* 3 soft Frisbees
* Cones on stands in black bag

**Shelf 3:**

* ‘We Play’ Lego building blocks
* Egg and spoon sets…22 spoons/16 eggs
* Sacks x2

**Shelf 4:**

* ‘We Play’ Lego building blocks(2 blue bags)
* 18 plastic shovels + 6 wooden spoons
* Cargo net

**P.E. PRESS NO. 3**

**Shelf 1:**

* Tennis rackets with covers x10(red bag)
* Loose tennis rackets with covers x9
* Loose tennis rackets with no covers x3

**Shelf 2:**

* Tennis rackets with covers x13 (blue bag)
* Plastic tennis rackets x10 (orange bag)
* Tennis balls x21 (red bag)

**Shelf 3:**

* Badminton rackets x15, 3 nets, two packs of shuttlecocks (black kit bag)
* ‘Shuttle Time’ Teacher lesson pack
* 2 mini rackets
* Parachutes x2 in bags
* 2 beach tennis bats

**Shelf 4:**

* Foam hurdles (blue bag)
* Zig-a-zag tunnels x2
* Plastic uni-hoc sticks x12
* Hockey stick x1
* Hockey balls x10 (orange basket)
* Skipping sticks with balls attached x6

**P.E. PRESS NO. 4**

**Shelf 1:**

* Foam letter jigsaw pack
* Hop jump with numbers pack
* Short skipping ropes x20
* Long ropes x10

**Shelf 2:**

* First Play pack (white box)
* Relay batons…foam x6…plastic x5…metal x6
* Training bibs in box

**Shelf 3:**

* Tubs of bean bags x3
* Striped bean bags (zippy bag)
* Training bibs….6 of each in both small and med/large in the following colours: pink, blue, red, black, orange

**Shelf 4:**

* Mini basketballs x13 (red bag)
* 2 sets of small plastic balls (clear bags)
* Various balls in yellow basket
* Plastic bag of soft balls