

# PHYSICAL EDUCATION POLICY 2015



**Módh Scoil Láir Naíonán, Sráid Maoilbhríde, Baile Átha Cliath 1.**

**Central Model Infants' School, Marlborough Street, Dublin 1.**

**Tel/Fax: (01) 8788 344**

**Email: [info@centralmodelinfantschool.ie](mailto:info@centralmodelinfantschool.ie)**

**Website: [www.centralmodelinfantschool.ie](http://www.centralmodelinfantschool.ie)**

## **Content of Plan**

1. Introductory Statement and Rationale
2. Vision and Aims
3. Curriculum and Planning
4. Approaches and Methodologies
5. Assessment and Record Keeping
6. Children with Different Needs
7. Equality of Participation and Access
8. Linkage and Integration
9. Organisational Planning
  - Timetable
  - Individual teachers' planning and reporting
10. Code of Behaviour
11. After School Activities
12. PE Equipment and ICT
13. Health and Safety
14. Staff Development
15. Parental Involvement
16. Community Links
17. Success Criteria
18. Timeframe for Implementation
19. Timeframe for Review
20. Ratification and Communication

## OUR ETHOS

The Central Model Infants' School is a co-educational school, under the patronage of the Minister of Education. The Central Model Infants' School is an inclusive, child centred Learning Community. Respectful relationships are fundamental to us. We achieve excellence through high expectations, teamwork and shared leadership. We aim to nourish and develop each child's sense of their own self-worth as an individual and celebrate their unique gifts and talents.









### 1. Introductory Statement and Rationale

The Physical Education (P.E.) Plan for the Central Model Infants' School was formulated by the teaching staff of the school. It aims to set out the content and framework of the P.E. curriculum. It will also inform new or temporary teachers and sports professionals of the approaches and methodologies adopted in our school.

In our school, P.E. is an integral part of the curriculum. Physical Education (P.E.) 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. The Physical Education Curriculum provides a balanced range of activities for children and encourages teachers to adopt a flexible approach in planning for P.E.

Through physical education, the child can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education provides opportunities to develop desirable personal and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to cooperate in group situations. These opportunities contribute to understanding and living a healthy lifestyle. Physical education, as an integral part of the whole curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the child.

This P.E. policy is informed by the following:

-  Code of Behavior
-  Anti-bullying Policy
-  Critical Incident Policy
-  Supervision Policy
-  Attendance Policy
-  Acceptable Internet Usage Policy
-  Accident Procedures
-  Swimming Policy

### 2. Vision and Aims

Through physical education, the child can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education provides opportunities to develop desirable personal and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to cooperate in group situations. These opportunities contribute to understanding and living a healthy lifestyle. Physical education, as an integral part of the whole curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the child.

We endorse the aims of the Primary School Curriculum for Physical Education (pp.10-12)

- ✚ 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 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 increase the physical fitness levels of our pupils.

### **3. Curriculum and Planning**

#### **Strand and Strand Units**

The strands of the curriculum present the Physical Education topics which children will explore through the study and participation of:

- Athletics
  - ✚ Dance
  - ✚ Gymnastics
  - ✚ Outdoor and Adventure Activities
  - ✚ Games
  - ✚ Aquatics.

All teachers will follow the whole school plan for P.E. They will familiarise themselves with the strands, strand units and content objectives for their own class level, as outlined in the P.E. curriculum documents.

The school will also use the PE lesson plans prepared by the Primary School Sports Initiative.

Pool based Aquatics will be offered to all pupils in our school as long as resources continue to allow (see Swimming Policy).

We will create a PE rich environment in the school through the use of:

- ✚ Active Schools display.
- ✚ Appropriate video clips from the internet
- ✚ CD's
- ✚ iPads
- ✚ Sound system
- ✚ Suitable Websites
- ✚ Posters/Photographs.

These will be used to raise children's awareness of various forms of physical activity and as a way of developing an understanding and appreciation of the strands of the curriculum. We will focus on different sports as they are celebrated in the wider community.

### **5. Assessment and Record Keeping**

As with all subject areas, assessment is an integral part of the teaching and learning of Physical Education. It 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. The assessment criteria used for each activity form part of class and school planning. Our school policy on record-keeping informs practice on:

- ✚ What is recorded, the maintenance of school records and access to same.
- ✚ The practice of sharing information with children/parents/colleagues

We will assess each child's:

- ✚ Willingness to participate in activities
- ✚ Readiness to engage fully in P.E. lessons
- ✚ Level of competence of in carrying out particular skills
- ✚ Interest in and attitude to P.E. and sports
- ✚ Willingness to cooperate in individual, pair and group activities
- ✚ Level of physical fitness

Our assessment tools are:

- ✚ Teacher observation
- ✚ Teacher-designed tasks

## **6. Children with Different Needs**

Physical education is available to all pupils regardless of their ability and teachers will strive to meet the needs of all pupils. This will be achieved by varying the pace, methodologies and content used to ensure success is experienced by all children. We will adapt the content of the PSSI lessons to cater for all abilities. Appropriate assistance will be provided by a teacher, a Special Needs Assistant or other pupil. Children with exceptional ability/talent for PE will be encouraged and supported by acknowledging their talents. Additional challenges will be devised for these children in the areas in which they excel. Teachers will help children and their families to make links with local clubs and sporting initiatives to develop their talents.

## **7. Equality of Participation and Access**

All children in our schools will participate in all aspects of the Physical Education Curriculum. All children are offered the same opportunities for participating in Physical Education and events. We will provide equal access for all children to physical education equipment and facilities. Equal opportunities are provided for boys and girls through a wide selection of physical activities e.g. swimming, basketball, GAA, soccer skills, rugby, cricket, dance, fun fitness, skipping, tennis and our annual Sports Day and 'Active School Week'.

## **8. Linkage and Integration**

Opportunities for linkage and integration exist throughout all the levels (pg 13 Teacher Guidelines). It is important to consider how certain strands or strand units can be integrated with other subjects.

- ✚ The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances, which are an integral part of our Irish culture.
- ✚ Large sporting events such as the Olympics, World Cup, and Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.
- ✚ Introduction of games from different countries to children in the school, yet at the same time acknowledging the special place that Gaelic Games hold in our culture.

Integration can take place within Physical Education (linkage) or with other subjects. The use of the playground during breaks is an integral part of the school's programme. Many playground games are planned as part of an athletics or games unit. Skipping is an excellent example of a skill that can be extended for different abilities and increases stamina and develops dexterity. It is affordable and can be done independently by the children in/out of school.

### **Integration with other subject areas:**

Physical Education has many objectives which are developed by other subjects such as Gaeilge, the Arts, English, Mathematics and SPHE.

**SPHE:** The emphasis in the physical education programme on promoting enjoyment of and the positive effects and positive attitudes towards physical activity and its lifelong contribution to health complements the strand unit of Taking Care of My Body. Engaging in activities outdoors can be linked with the strand unit 'Environment Awareness and Care'. Games and Athletics provide opportunities for the child to learn and accept decisions and rules and to develop the concept of fair play which the strand unit, 'Relating to Others' explores. Swimming and other Aquatic activities can promote water safety in the Strand Unit 'Safety and Protection'

**English:** The use of varied movement vocabulary, verbs and adverbs, the interpretation of directions, description of movements, discussion of rules and writing or telling of experiences in sport or outdoor activities all help to develop and enrich language. Poetry and literature will be used as stimuli for dance.

**Gaeilge:** Ba chóir an ghaeilge a shníomh isteach go nádúrtha agus de réir le chéile sna ceachtanna coirpoideacha's agus i mionchluichí agus i ngluaiseachtaí súgratha na bpáistí. Is féidir céimniú a dhéanamh ar an méid Gaeilge a úsáidtear sna ceachtanna ó rang go rang. Is fiú go mór na páistí a spreagadh chun Gaeilge a labhairt eatarthú féin agus iad ag imirt cluichí éagsúla agus ag cleachtadh na scileanna a bhainneann leo.

Is feidir:

1. bainisteoireacht ranga a dhéanamh trí Ghaeilge
2. gnáthorduithe a thabairt
3. ceisteanna a chur
4. fearais beag a ainmniú as Ghaeilge
5. foclóir a bhaineann le chluichí éagsúla a úsáid
6. damhsaí a mhúineadh trí Gaeilge, go háirithe i rith Seachtain n Gaeilge
7. foclóir a bhaineann le lúthchleasaíocht a úsáid, m.sh. 'bígí ullamh, réidh, gluasigí'
8. cuid de na treoracha a scríobh as Gaeilge nuair atá an treodóireacht ar siúl ag na páistí.

**Maths:** Opportunities are provided to develop and appreciation of shape and balance and to estimate, measure and compare. Results may be recorded, angles may be explored and league tables examined. Maths trails will be used to integrating outdoor and adventure activities with the everyday language of maths.

**SESE:** The development of geographical skills such as using maps is promoted as the children engage in orienteering and mapping activities outdoors. The study of the environment and history of games and sports will be explored. Local, national and international sports can form the basis for study.

**Arts Education:** Non-verbal communication can be developed through gymnastics and dance, linking in activities with drama and the role-play area. Themes from sporting experiences and outdoor activities can be explored through drama also and may form the basis for art lessons. Art work can inspire ideas for dance and dance movements, and themes may be interpreted in a variety of visual arts media e.g. drawing, painting, clay and costume design. National tunes for sporting occasions can be explored as well as folk songs or campfire songs during outdoor activities.

## **9. Organisational Planning**

### **Timetable**

Each class will have a timetabled session of one hour of PE each week. Classes will have use of the Hall and/or the playground. Each teacher will receive a copy of this timetable at the start of the school year and a copy will be displayed on the notice board in the staff room. This may be updated and reviewed during the year. Times may be swapped for other school events, which take place during the year.

Classes will attend swimming lessons in a rotation system. Please refer to our swimming policy.

We have adopted the Bizzy Breaks programme with emphasis on getting active on rainy days. We hold an annual 'Active School Week' encompassing all strands of the PE Curriculum. The highlight of this week is our Sports Day to which the whole school community is invited. Medals and trophies are presented to celebrate each child's participation.

### **10. Child Protection**

When 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. Ultimate responsibility for the class lies with the class teacher, who will always be present during coaching sessions. The class teacher will in turn support the coach on occasions when this will lead to maximum benefit for the children in the class. (See Child Protection Policy)

### **11. After School Activities**

We hold a weekly Be Active Club for children from first class.

Parents assist the teachers in delivering the programme. Their participation is extremely beneficial to all.

In addition, the Explorers' Club will provide additional opportunities for physical activity, encouraging competitive and non-competitive activities and play.

These extra-curricular programmes that involve competitive activities should always reflect the aims and objectives of the PE curriculum.

### **12. PE Equipment**

- ✚ Our school has a detailed inventory of equipment and resources available for PE. This list is checked and updated at the staff meeting the beginning of each school year. Any staff member may suggest new purchases where funding is available. The list is available on the server in the PE file.
- ✚ Equipment is stored in the room above the PE. Hall. Each teacher has access to the storeroom and it is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. Our SNA inspects the room regularly, reports breakages/shortages to the Principal and restocks as necessary.

### **13. ICT**

Each classroom can play CD's through the IWB with internet access. Teachers access suitable websites to support the teaching of the PE curriculum. All teachers can access the sound system in the hall.

#### **14. Health and Safety**

Teachers will follow the schools' Health and Safety Policy and adhere to best practice at all times while teaching PE.

- ✚ All children have to wear suitable footwear and clothing during a PE lesson. Children will not be allowed wear loose jewellery 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.
- ✚ Running activities will not finish at a wall or pole
- ✚ Best practice is safe practice and the teacher will 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.
- ✚ Every effort will be made to ensure the hall is free of safety hazards. If it is not possible to remove the obstacles the small coloured cones will be used to mark off the areas to be avoided by pupils.
- ✚ Should an accident occur in the PE lesson teachers will follow the procedures outlined in our Accident Policy.

#### **14. Staff Development**

A range of reference books, resource materials, equipment and a list of appropriate websites is available to all teachers within the school.

Information about physical education courses, visits to the school and sporting events are communicated to all staff via emails, staff meetings and the notice board in the staffroom.

The Board of Management supports professional development amongst the staff. There is a budget available to fund courses that increase teacher's expertise and are beneficial to the school. Staff members who attend extra courses will share their experiences and new information at staff meetings.

#### **15. Parental Involvement**

We endorse the curriculum guidelines that states:-

'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 a Sport for All Day, visits to the swimming pool and outdoor education trips.'

Teachers are pro-active in suggesting sports opportunities to parents to pursue for their children especially newcomer families who may need advice in access Gaelic clubs etc.

We ask parents with recognised areas of expertise in the area of PE and/or Sport to support us in our PE teaching.

Links are created with parents in the running of after school clubs, swimming and our annual 'Active School Week'.



## **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 inform ourselves of the various activities the children are involved in outside of school. Children are encouraged to share their sporting achievements and skills with the school e.g. at weekly assembly. Local sports people, personnel and coaches are invited to the school. Individuals and teams come to share their victories with the children.

Places of interest that the children can be brought to promote the appreciation of aspects of the PE Curriculum and to encourage outdoor health and fitness include Croke Park, the Aviva Stadium, Dalymount Park, Larkin College, Marino College indoor hall, Mountjoy Square Park, St. Stephen's Green, and Malahide Castle.

## **17. Success Criteria**

The success of the PE Plan will be evaluated based on the following criteria:

- ✚ Pupils have a positive attitude towards PE and enjoy their lessons
- ✚ Pupils have an improved level of fitness
- ✚ Pupils participate fully in PE
- ✚ There is development of skills and understanding
- ✚ There is a balance between competitive and non-competitive activities
- ✚ There is a balance between contact and non-contact activities
- ✚ There are opportunities for achievement for each child
- ✚ There are activities equally suitable for boys and girls.
- ✚ Feedback from parents, teachers, pupils, inspectors and the local community

## **18. Timeframe for Implementation**

The PE Plan will be implemented from April 2014, by all teaching staff.

## **19. Timeframe for Review**

The plan will be evaluated every year as part of a whole school review and we can reflect meaningfully on how the PE programme has been taught and received in the school.

## **20. Ratification and Communication**

This policy was ratified by the Board of Management on

\_\_\_\_\_

Date

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

Chairperson