



Physical Education (PE) Plan

Introductory Statement

This Physical Education policy for Scoil Naomh Treasa was formulated by the Principal and staff after whole staff input and discussion. It was reviewed in October 2024 and has been ratified by the Board of Management.

Rationale

Physical Education provides children with learning opportunities through the medium of movement. Through PE we aim to help children develop physically as well as socially, emotionally and intellectually. This plan describes the place which we give to PE in our school, which is to support children in every aspect of their life and development. This plan describes the way in which we use PE to achieve that goal, our agreed approach to teaching PE and the content of the programme of the curriculum at each year level. This document will also serve as a basis for each teacher's long and short term planning. It will also serve as a source of information for parents and Board of Management.

Vision

We envisage that through PE children will be given the opportunity to develop their physical skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment. The planning and management of the PE curriculum in our school will always have the children as the focus of attention through the provision of a broad, balanced and differentiated programme of physical activities.

Aims

We endorse the aims of the Primary School Curriculum for PE:

- 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.

Strands and Strand Units

The curriculum is divided into six strands:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities
- Aquatics.

Each strand is subdivided into strand units.

The children will experience the first five strands each year. Every second year (Starting 2021-2022), the children will attend swimming lessons to cover the Aquatics strand. A water safety programme will be delivered by class teachers using resources from <https://www.teachpaws.ie/> on the alternative years.

	September-October	November-December	January-March	April-May	June
Years without Swimming	Games	Gymnastics	Games/Dance	Athletics	Outdoor & Adventure
Years with swimming	Games	Gymnastics	Athletics/Dance	Aquatics	Outdoor & Adventure

Developing Physical Literacy and Fundamental skills in P.E.

Both the senior and junior class teachers are familiar with fundamental skills in the 'Move Well, Move Often' programme. Using the 4-year plan below, teachers will cover 3-4 fundamental skills per year. These will be linked to the strands as outlined below. After an in-school PDST training, the rest of the 2021/2022 school year will be an exploratory period.

4 Year Plan

YEAR 1 (2026/2027)					
Term	Month	September	October	November	December
1	Strand	Games		Gymnastics	
	FMS	Catching		Balance	
	Month	January	February	March	
2	Strand				
	FMS				
	Month	April	May	June	
3	Strand			Outdoor & Adventure	
	FMS			Walking	
	YEAR 2 (2027/2028)				
Term	Month	September	October	November	December
1	Strand	Games		Gymnastics	
	FMS	Striking with the hand/ Striking		Landings	

		with an implement		
Term 2	Month	January	February	March
	Strand			
	FMS			
Term 3	Month	April	May	June
	Strand	Athletics		
	FMS	Running		
YEAR 3 (2024/2025)				
Term 1	Month	September	October	November December
	Strand	Games		Gymnastics
	FMS	Dodging/ Side stepping		Jumping (Height)
Term 2	Month	January	February	March
	Strand			
	FMS			
Term 3	Month	April	May	June
	Strand			Outdoor & Adventure
	FMS			Skipping
YEAR 4 (2024/2025)				
Term 1	Month	September	October	November December
	Strand	Games		Gymnastics
	FMS	Kicking		Hopping
Term 2	Month	January	February	March
	Strand		Dance	
	FMS		Jumping (Distance)	
Term 3	Month	April	May	June
	Strand	Athletics		
	FMS	Throwing		

Approaches and Methodologies

Among the teaching approaches we will use for teaching PE are

- the direct-teaching approach
- the guided-discovery approach
- integrated approaches.

Direct-teaching approach

The direct-teaching approach involves the teacher in telling or showing children

what to do and in observing their progress. It entails the teacher making all, or most of, the decisions concerning the content of the lesson and the child responding to instructions. It allows for practice of skills within a games situation where the teacher decides on the nature of the practice and the time allocated to it or the number of repetitions. It can feature as part of the teacher's approach in a wide range of lessons.

Guided-discovery approach

The guided-discovery strategy involves the teacher in designing a series of questions that will eventually lead to one or more appropriate answers and ultimately the discovery of a particular concept or 'solution'. It is one of the approaches that offer children the opportunity to make decisions, solve problems or take initiative. The use of this approach promotes discussion among children and enhances the child's capacity to evaluate.

Integration

The teacher should consider how objectives can be achieved through integration. Physical education has many objectives which are developed by other subjects such as Gaelige, English, art, music, mathematics and especially social, personal and health education. The development of these subjects can be enriched through a programme of physical education which is broad and balanced.

In every strand children will be given opportunities to

- Become skilful and intelligent performers
- Acquire and develop skills, performing with increasing physical competence and confidence
- Learn how to select and apply skills
- Develop their ideas in a creative way
- Set targets for themselves and compete against others individually and as team members
- Understand what it means to persevere, succeed and acknowledge others success
- Take the initiative, lead activity and focus on improving aspects of their own performance

We will 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
- Using a play area divided into grids- groups of children stay in grids and the activities within the grids are differentiated

Structure of a PE lesson:

Most of our lessons will follow the following format:

Assessment and Record Keeping

The teachers in the school constantly assess in the PE lessons delivered as we identify progress and difficulties by observing, listening, asking questions and giving feedback to pupils. This will ensure that ongoing achievements are recognised and areas of difficulty are identified. Children may be asked to self assess and peer assess where appropriate. Teachers report annually to parents at parent-teacher meetings and end of year reports. Any concerns about a child's progress in PE will be communicated to the principal and parents as necessary.

- 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

Multi-Class Teaching

Teachers adapt the curriculum and group children as they deem necessary to cater for the various levels in such classes.

Children with ability/talent for PE will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the PE curriculum they excel in. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged to maximise their talent by joining school teams, local clubs, so the children can bring their talent to a higher level. The children 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 PE activities through the use of co-operative 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.

Children with Different Needs

The child with special needs will experience the enjoyment of participation and progression through the various stages of the PE programme according to his/her ability (often with the assistance of the SNA). A safe and secure environment will be provided for PE appropriate to the child with special needs. Specialist advice may be sought (e.g. OT) to identify the appropriate activities.

Equality of Participation and Access

- In planning for PE we will pay attention to the following areas in order to promote equality throughout the physical education curriculum.
 - All children from first to sixth class will be encouraged to partake in all six strands of the 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.
 - Special needs children will participate fully in our PE programme. Lessons and activities will be adapted to suit the needs and abilities of these children.
- 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 his participation.
- No child will be denied access to swimming lessons due to lack of financial resources and the school has made provision for such children to attend classes through the DEIS initiative.

Linkage and Integration

Every attempt will be made to link the various strands of the PE curriculum and to integrate the other subject areas with PE, where appropriate e.g. Language development through following instructions, Gaeilge to give instructions, Dance with Music, Orienteering with Geography, Aquatics with SPHE etc.

Organisational Planning

Swimming

'For some schools access to a facility for aquatics is not possible, but every effort should be made to provide even a short block of time for each class at some stage during the primary years'.

(Teacher Guidelines, pg. 28)

2nd- 6th class will attend swimming lessons in K-Leisure, Athy. These lessons will occur every second years in six week blocks.

Tag Rugby coach

Tadhg Kelleher is our Tag Rugby coach. He is garda vetted. He attends the school every Thursday for 8-10 weeks every year. All classes have access. There is no fee as it is funded by the local Rugby club.

Local coaches

We contact local sports every year and do our best to arrange 6-8 weeks blocks of coaching.

Code of Ethics

All coaches who work with the pupils will have access to a copy of our Child Protection Policy via www.scoilnaomhtreasa.ie

Coaches/Instructors must provide confirmation of Garda Clearance to the principal prior to commencement.

PE Facilities and ICT

Resources:

- Move Well, Move Often
- <https://www.scoilnet.ie/pdst/primary/pe/>

Facilities:

- School yard
- School hall
- Grass areas
- Basketball court
- Access to local Park.

ICT

- Interactive Whiteboards
- Laptop Computer
- Speakers
- www.gonoodle.com
- <http://pssi.pdst.ie/clickme.html>
- <https://www.teachpaws.ie/>

Health and Safety

We have a school Health and Safety Policy which will be adhered to at all times in PE activities. Issues identified as being health and safety issues in a PE 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 PE all members of staff will ensure that the following safety aspects will be taken into consideration:

- All children should wear suitable footwear and clothing 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.
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy. All accidents should be recorded in each teacher's Incident book/folders which are located in the classrooms.
- Best practice is safe practice and the teacher should 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 e.g. use of mats during gymnastics

The First Aid Kit is located in the school's kitchen.

Individual Teachers' Planning and Reporting

Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan.

Teachers will also be familiar with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

Strands covered in PE each month are recorded on the Cuntas Miosúil.

Staff Development

Staff will be encouraged to participate in in-service training.

Parental Involvement

Parents have a responsibility to support and encourage their children to participate in all strands of the curriculum.

Community Links

We encourage the children to take part in local sports activities and clubs and will always pass on information. We hope to pass on to the children that sport is for all and that there are many activities locally in which the children can take part e.g. swimming, athletics, soccer, Gaelic football and hurling, horse riding, golf, pitch and putt, badminton, tennis, dancing.

Success Criteria

The criteria for evaluating the success of our PE policy will be:

- 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.

Means of assessing the outcomes of the plan include

- Teacher/parent/community feedback
- Children's feedback regarding the activity level, enjoyment and skill development of the classes
- Inspectors' suggestions/report

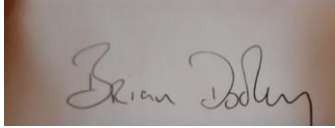
Implementation

Roles and Responsibilities

Each teacher is responsible for implementing this policy with his/her own class. The PE coordinator, Ms. Mann, will coordinate the progress of the policy, encourage and accept feedback on its implementation. All members of staff contributed to the formation of this document and it was completed and agreed upon at a planning day in 18th of October 2021.

This plan will be reviewed in November 2025.

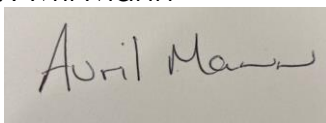
Signed: *Brian Dooley*

A rectangular box containing a handwritten signature in dark ink that reads "Brian Dooley".

Chairperson of Board of Management

Date: 23/10/'24

Signed: *Avril Mann*

A rectangular box containing a handwritten signature in dark ink that reads "Avril Mann".

Principal

Date: 23/10/'24