



Kilgarvan Central School

Curriculum Planning for Physical Education

Introductory Statement

This Physical Education policy for Kilgarvan Central School was formulated by the Principal and staff after whole staff input and discussion. It was reviewed in November 2018.

Rationale

Physical Education provides children with learning opportunities through the medium of movement. Through P.E. we aim to help children develop physically as well as socially, emotionally and intellectually. This P.E. plan helps to support children in every aspect of their life and development. This plan describes the way in which we use P.E. 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 seek to assist the children in our school in achieving their potential across all strands of the Physical Education Curriculum. Physical Education is for all students with a strong emphasis on enjoyment and play. The planning and management of the P.E. 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 P.E. as follows:

- 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.

Curriculum Planning

- Strands and Strand Units
- Approaches and Methodologies
- Assessment

- Multi-Class Teaching
- Differentiation
- Equality of Participation and Access
- Linkage and Integration

Organisational Planning

- Timetabling
- Code of Ethics
- P.E. Equipment
- Health and Safety
- Individual Teacher's Planning and Reporting
- Staff Development
- Parental Involvement
- Community Links

Strand and Strand Units

All children will have access to five strands each year-athletics, dance, gymnastics, games and outdoor adventure activities. Aquatics will be taught in Kenmare Bay hotel to 5th and 6th class pupils for eight weeks in the first term of the school year.

Teachers will ensure that there is continuity and progression from class to class by reference and implementation of this plan. A record of content covered at each class will aid continuity.

Approaches and Methodologies

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 Gaeilge, 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 P.E. lesson:

Most of our lessons will follow the following format:

Warm Up Main Activity Cool Down

Assessment and Record Keeping

The teachers in the school constantly assess in the P.E. 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 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 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 and 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 P.E. 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

- Teachers support and ensure the participation of children with learning difficulties, children with physical disabilities, children with emotional and behavioural difficulties, and children with exceptional abilities
- Classes will be organised and activities adapted to include children who may have physical disabilities
- Children with exceptional ability or talent will be offered additional challenges of speed, distance and accuracy to help maintain interest and enthusiasm
- Special attention will be given to shy, self-conscious or inactive children to encourage participation in P.E. activities.

Equality of Participation and Access

- In planning for P.E. we will pay attention to the following areas in order to promote equality throughout the physical education curriculum.
 - All children from Junior Infants to sixth class will partake in all five strands of the curriculum while 5th/6th class children take part in all 6 (aquatics)

- 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 P.E. programme. Lessons and activities will be adapted to suit the needs and abilities of these children.
- Every child will have access to all P.E. activities provided by the school and lack of financial resources on behalf of the child will not hinder his participation.
- The Board of Management has given permission to charge a nominal fee to each child for swimming lessons. No child will be denied access to swimming lessons due to lack of financial resources.

Linkage and Integration

Every attempt will be made to link the various strands of the P.E. curriculum and to integrate the other subject areas with P.E. 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-Timetable

- Two half hour lessons per week will be allocated to Physical Education
- In the case of aquatics blocked time will be used - 8 weeks
- The school participates in a variety of locally based school activities i.e. Cumann na mBunscol, Skills Competition in Hurling and Football, Tag Rugby and Athletics

Swimming

Kenmare Bay Hotel is used for the aquatics Strand. Deirdre is the instructor. With the consent of the BOM a small fee is charged for swimming lessons. However no child will be denied access due to lack of financial resources.

From time to time we will endeavour to access water sports such as Canoeing through our school tours.

Playground Games

See Bound Copy of Playground Games in Staffroom

GAA Football coach

Vince Cooper is our football coach. He attends the school every second Thursday. All classes have access. Classes attend on a rota basis.

Hurling Coach

The hurling coach in our school is Colm O' Brien. Colm is employed by the Munster Council. He attends the school every second Wednesday.

Lunchtime Games

All children are encouraged to play and enjoy their break times. Our SNAs are responsible for the play opportunities of our Special Needs Children and ensure that these children are fully integrated into school playtimes wherever possible. Third-Sixth class children usually play soccer, football or hurling (use of pitch depends on weather) and each class has a designated area. Any child from 3rd to 6th who does not wish to play ball games may use skipping games or engage in any playground game. Junior Infants-Second Class play in a separate yard and use cones. They also have

access to skipping ropes and hula hoops. During the fine weather they often get the opportunity to play ball games.

Code of Ethics

All coaches who work with the pupils will be given a copy of our Child Protection Policy.

Coaches/Instructors must provide a Garda Clearance certificate to the principal prior to commencement.

School Competitions

The school participates in after school activities-Cumann na mBunscol, skills competition in both hurling and football as well as Athletics and soccer competitions.

All these activities are linked to the P.E. programme. The competitions take place throughout the school year. Children who have training and knowledge of the games participate in intra-school competitions. The class teacher will have the overall responsibility of mentoring all teams.

PE Equipment and ICT

List of PE equipment attached.

Facilities:

- School yard
- School hall
- Grass areas
- Basketball court

- Leisure Centre at Kenmare Bay Hotel

ICT

- Digital Camera
- CD player
- Laptop Computer

Health and Safety

We have a school Health and Safety Policy which will be adhered to at all times in P.E. activities. 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 staff will ensure that the following safety aspects will be taken into consideration:

- All children should wear suitable footwear and clothing 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 accidents in our Health and Safety policy. All accidents should be

recorded in our Multi-coloured Incident book which is located in the staff room.

- 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 P.E. lesson e.g. use of mats during gymnastics

Each teacher has their own first aid kit in their classroom.

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 in the Cuntas Miosúil. Short term planning is done on a fortnightly basis and describes how the objectives are met in the week-to-week delivery of the curriculum.

Staff Development

Staff will be encouraged to participate in in-service training. The Board of Management may fund these courses.

Parental Involvement

Parents have a responsibility to support and encourage their children to participate in all strands of the curriculum. Parents are involved in running the annual Sports Day

which takes place in June each year. All parents are invited to attend this day and also are informed of all school matches.

Parents must be Garda Vetted in line with Child Protection procedures.

The P.E. policy is available on line for parents to view.

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, karate, golf, pitch and putt and Irish dancing. Teachers encourage children to participate in local competitions i.e. Scór na bPáistí and Community Games

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
- Second level feedback.

Implementation

Roles and Responsibilities

Each teacher is responsible for implementing this policy with his/her own class. The P.E. coordinator Ms. Aileen Moriarty 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 in November 2018.

This plan will be reviewed in November 2021.

Ratification and Communication

This PE plan was ratified by the Board of Management on November 15th, 2018 and is available to parents on our school website or a copy can be viewed in the office.

Signed : _____

(Chairperson, Board of Management)

Appendix 1: List of strands taught each month

Appendix 2: Folk and Creative Dance Plan

Appendix 3: Our pupils Code of Conduct for Sports

Appendix 4: Inventory of PE equipment

Appendix 1
Organisational Planning
Timetable

Sept/Oct	Nov/Dec	Jan/Feb
<ul style="list-style-type: none"> • Games • Aquatics (Rang 4/5) • Athletics 	<ul style="list-style-type: none"> • Games (Rang 5/6, 3/4) • Dance – Irish/Folk • Aquatics (Rang 4/5) 	<ul style="list-style-type: none"> • Games • Creative Dance
Mar/Apr	May/Jun	
<ul style="list-style-type: none"> • Games • Dance-Irish/Folk • Gymnastics 	<ul style="list-style-type: none"> • Games • Outdoor adventure activities • Athletics – Sports Day in June 	

Appendix 2

Folk and Creative Dance Plan

Resource	Rang 1 + 2	Rang 3 + 4	Rang 5 + 6
Video available on www.ppds.ie	<ul style="list-style-type: none"> • Cuckoo Dance • Come to Me (See Exemplar on Pg 62) 	<ul style="list-style-type: none"> • Shoemaker's Dance • German Clap Dance 	<ul style="list-style-type: none"> • La Vinca • French Peasant Dance • Rakes of Mallow • Stacks of barley
Done with Michael Cooney	<ul style="list-style-type: none"> • Military 2-Step • Gay Gordon • Walls of Limerick 	<ul style="list-style-type: none"> • Haymaker's Jig (Ex. Pg 64) • Harvest Time Jig • 2 Hand Reel 	<ul style="list-style-type: none"> • Siege of Ennis • Shoe the Donkey
Other Resources	Action for Life CD – Ceol do Chéilí PSSI CD and website www.ppds.ie		
Creative Dance	Each class should do 2 of the lessons outlined on the PSSI CD for PE		

APPENDIX 3

CODE OF BEHAVIOR FOR P.E.

Playground (Playing Pitches) Behaviour

Each pupil is expected to :

- play - safely avoiding any games or play that are rough or dangerous
- follow - the directions of the playground supervisor(s)
- remain - on school grounds at all times
- obtain - permission before re-entering the school building during break periods
- respect - the yard supervisor(s) and fellow pupils
- avoid - swearing, fighting or name calling
- off limits - pupils are not allowed on lawn behind school

Appendix 4

P.E. Equipment

Box 1

- 10 x scoop catch

Box 2

- Frogs
- Hippos
- Coosh balls
- Furry balls
- Tail balls(numbers)
- Cubes
- Dice
- Catch ball
- Streamer ball

Box 3

- 9x catching ring
- 6x catching cup

Box 4

- Foam Frisbees (10)

Bin 1

- Plastic ducks
- Buckets (Sports Day)

Bin 2

- Bucket blast
- Parachute
- Beanbags (32)
- Helmets (4)

Bin 3

- Spacehopper
- Balls for ball pond
- Rainbow balls
- Rubber balls (4)
- Tennis balls (20)
- Sliotars (30)

Bin 4

- Plastic bats (20)
- Javelin (4)
- Batons (6)
- Discus - metal
- Cricket bats (2)
- Cones
- Quoits

Bin 5

- Smart touch footballs- 2x small, 6x large
- 5 rugby balls
- 12 foam rugby balls
- 9 soccer balls

Bin 6

- Basketballs (50)

Bin 7

- Skittles
- Water bottles
- Pumps

Yellow box- tag rugby

- Red tags
- Blue tags
- Instruction booklet

Black box- hand ball/ books

- Dance in steps
- Lunchtime activities
- Handballs & kit

Red box- agility

- Stepping stones
- Agility balls
- Stepping stampers
- Throw downs- yellow corners

Blue corners

Orange strips (curved)

Yellow strips

Blue strips

Feet/ hands

- Agility ladder

Hula hoops

Bean bag target

Large target

Rounders set

Summer skis

Skipping ropes(under stairs)

Hockeys sticks (2bags)

Hurleys (15)

Jerseys

Bibs

Trampoline

Mats (2)

3 pairs of stilts

2 bags of ball pit balls

Bucket of plastic ducks

4 orange and blue skipping ropes

2 paddling pools

Play sand

Parachute

29 white frisbies

6 blue frisbies

4 gym mats (grey / black)

Hoopla

3 large blue cones

Box of assorted soft balls

3 rings of cones

6 small cones

Box of sliotars

8 hurleys

2 rounders bats

2 tennis rackets

2 badminton rackets and shuttlecocks

1 heavy green ball

2 orange nets

2 yellow nets

3 small rackets

7 velcro hand catchers

3 velcro glove catchers

4 small orange cones

Velcro numbers

Bag of jumping jacks

2 balls and rings

Agility ladder

4 javelins

3 cricket bats

2 medium rockets

2 large rockets

18 rackets

Bag of hurling helmets

Bag - 11 basketballs and 1 netball

4 blue skis

2 red skis

3 soft balls (plastic light weight)

1 football (white)

Bag containing : 4 hard rugby balls

3 foam rugby balls

1 basketball

Several soft balls

1 ball

25 new basketballs

3 soccer balls

Box - 2 skittles and ball (other skittles in sand shells container)

6 sureshot gymnastic mats

2 blue gymnastic mats

6 relay batons

Box of bibs (4 colours)

Gear bag 1 - containing red jerseys, small first aid kit and 2 O' Neill's footballs

Gear bag 2 - containing new maroon jerseys

8 water bottles in carrier

Box containing : 4 hand balls

Dance CD and literature

Yellow box containing tag rugby equipment

2 kites

2 yellow bags - euro hoc

Bag containing quick net

Red box containing : agility equipment

French skipping ropes

2 Spordis catch balls

1 discus

1 shot put

3 legged race ties

1 velcro targetchipping nets x 2 + 4

Bean bag throwing game board

8 skittles

2 rugby foam balls

4 plastic footballs

Quantity of small soft balls

2 cones

1 yellow twirl ball

8 large blue cones

Stepping balance ring (multi-coloured)

Trampoline

Box of sensory toys plus stepping stones

Box of gross motor skills equipment

Box of sand

Quoit throwing game

Bucket of bean bags

Box - 20 hula hoops

Gymnic physio roll

2 yoga balls - pro fitness

Outdoor yard games - assorted balls, cones and catching cups