Scoil Íosagáin
C.B.S. Primary School
Sexton Street,
Limerick



Physical Education Plan

Whole School Plan
Physical Education
Scoil Íosagáin C.B.S Primary School

Introductory Statement

This PE plan for Scoil Íosagáin C.B.S. was formulated by the Physical Education Coordinator in consultation with the principal and teachers after whole staff input. It has been ratified by the Board of Management.

Rationale

Physical Education 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. We aim to provide optimum learning opportunities for the children in our school by maximising active learning experiences and approaches which benefit each individual child. 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 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 Physical Education, 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. In Scoil Íosagáin C.B.S., by implementing a diverse range of experiences that provide regular, challenging physical activity, the balanced and harmonious development and general well-being of every child can be fostered.

Through our physical education programme, our children 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 the understanding and promotion of a healthy life-style. Physical education, as an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the children in our school.

Aims

We endorse the aims of the Primary School Curriculum for Physical Education

- 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.

Objectives of Physical Education

The broad objectives of the PE curriculum have been considered in the design of this plan:

Social and personal development

- experience enjoyment and achievement through movement
- interact and cooperate 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 coordination 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 practice good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

Development of safety

- adopt safe practices in all physical activities

Curriculum Planning for Physical Education



The PE curriculum is organised into the six strands shown above. These strands and strand units can be found on the following pages of the Physical Education Curriculum

- ★ **First and Second classes pp. 24-34**
- ★ **Third and Fourth classes pp. 38-46**
- ★ **Fifth and Sixth classes pp. 48-59**
- ★ **Aquatics: Third-Sixth pp.62-64**

In planning for teaching PE, teachers will be guided by the PE Curriculum Teacher Guidelines and will also use the PE lesson plans prepared by the Primary School Sports Initiative - PSSI Lesson Plans and the PDST Move Well, Move Often Physical Literacy Resource.

Developing the Physically Literate pupil in Physical Education

We use the **Move Well, Move Often** resource to support the teaching of Physical Literacy in Scoil Íosagáin C.B.S.. Physical literacy is the underlying goal of all physical activity. Physical literacy addresses the whole child and respects each pupil as an individual. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey. Physical literacy includes four essential and interconnected elements whose relative importance may change throughout life: Movement Competence, Motivation and Confidence, Knowledge and Understanding, and Opportunities to engage in physical activity for life.

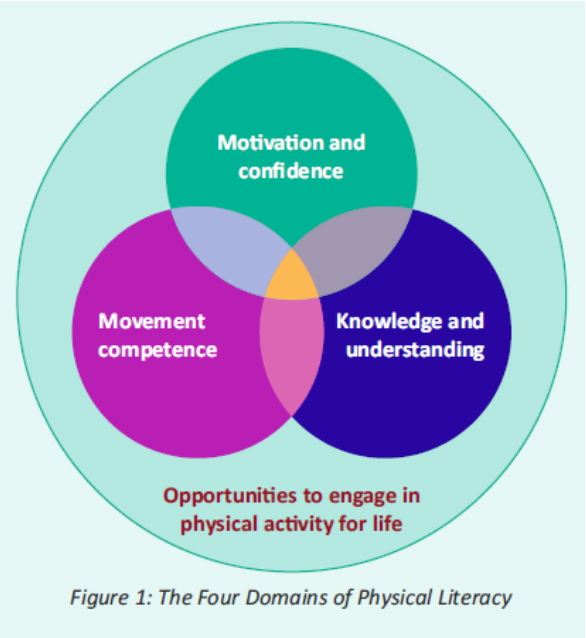


Figure 1: The Four Domains of Physical Literacy

Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success. To become physically literate, pupils need to master fundamental movement skills (FMS) through a series of developmental stages. FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours.

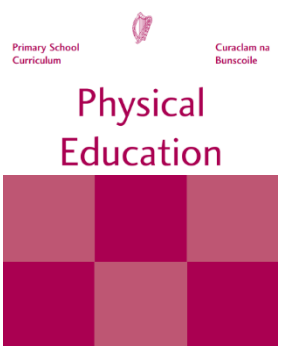
Fundamental Movement Skills (FMS)

Locomotor Skills Transporting the body in any direction from one point to another	**Stability Skills** Balancing the body in stillness and in motion	**Manipulative Skills** Control of objects using various body parts
• Walking • Running • Hopping • Skipping • Jumping for height • Jumping for distance • Dodging • Side stepping	• Balancing • Landing	• Catching • Throwing • Kicking • Striking with the hand • Striking with an implement

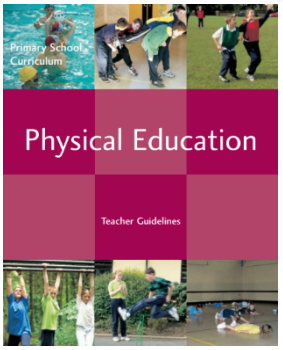
In Scoil Íosagáin C.B.S., we recognise that it is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Our whole school plan for PE reflects this approach.

Resources for Teaching Physical Education

Teachers in Scoil Íosagáin C.B.S. will utilise the following core resources to support planning for and teaching a broad and balanced programme of Physical Education:



Physical Education Curriculum



Physical Education Curriculum Teacher Guidelines



PSSI Lesson Plans



Move Well, Move Often Physical Literacy Resource

The role of the teacher is to

- Help each child to develop a positive self-image and sense of fair play and cooperate with others.
- Ensure that the child experiences a variety of vigorous and challenging activities.
- Foster a stimulating and secure environment in which the child can be creative and imaginative.
- Link physical education activities with other curricular areas when appropriate.
- Evaluate the programme and assess the progress of each child.
- Provide information to parents, in line with school policy, about the class programme for physical education.
- Have due regard for safety by ensuring that each child adopts safe practices.
- Teachers will devise a balanced programme in line with this plan which meets the needs of each child in their class. Where possible, children will experience the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities. Aquatics will be provided for a six-week block for 5th and 6th classes.

Continuity and Progression

Teachers will ensure there is continuity and progression from class to class by

- Utilising appropriate warm-up activities relative to each class level.
- Following the structure of the their lesson plans.
- Recording the content covered at each level in each strand (Cúntas Míosúil)

Approaches and Methodologies

Teachers will use a combination of the following teaching approaches**:**

- Direct teaching approach
- Guided discovery approach
- Integration

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.
'Move Well, Move Often' Approach

Developing the physically literate child through the lens of fundamental movement skills. Each class teacher is using the 'Move Well, Move Often' approach to teaching Fundamental Movement skills, in order to provide maximum opportunities for the development of Physical Literacy. Development of these skills are integrated into PE lessons. The teacher focuses a lens on skill development within a lesson that is based on one of the strands of the PE curriculum. The teachers select the appropriate strand according to this whole school plan and prepare lessons within that strand that places a focus on a particular Fundamental Movement Skill. In this way, teachers can maximise the development of the FMS as part of the provision of a broad and balanced PE programme. It is suggested that the teacher introduces a maximum of two teaching points per skill during each PE lesson.

Teachers will use methodologies that encourage maximum participation by the child such as individual, pair, group and team work, station teaching or using a play area divided into grids.

Structure of a PE lesson

- Warm Up
- Main Activity

This main activity will take place at individual, pair and small group levels.
Station teaching will be used to teach a specific skill and to enable the children to experience a variety of activities in the PE lesson. We will divide the play area into grids to allow for small group activity and all children will be involved. Fundamental Movement Skills will also be taught during the main activity.

- Cool Down

Differentiated Teaching
Teachers adapt the curriculum and group children as they deem necessary to cater for the various levels in every class.

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.

Multi-Class Teaching

- Individual or partner work will be facilitated allowing for different activities appropriate to different stages of development using the same equipment and play area.
- Follow up activities to a basic lesson will be introduced where one group has an opportunity to practice again what was covered in the basic lesson while the other group moves ahead and develops further the content of the basic lesson.
- Group work will be facilitated through the station teaching method.
- Support personnel provided by sports organisations will be used to help with group teaching, where necessary.

Children with Different Needs

In Scoil Íosagáin C.B.S., we recognise that physical education is important in the curriculum for students with Special Educational Needs and disabilities. Pupils with special educational needs or disabilities depend on teachers to manage their learning and to provide support. In Scoil Íosagáin C.B.S., inclusive PE ensures that all pupils experience a sense of belonging during the lesson. This includes feeling respected, valued for who you are, and feeling a level of supportive energy and commitment from others. It is important to create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others, so that they will, in the future, approach activity as a means of socialisation and integration in the community.

Many children with SEN experience difficulty with basic coordination, balance, left and right orientation, rhythm, and spatial and body awareness. These skills can be addressed and improved through physical education. As it is a practical subject, it is particularly suited to the learning styles of many students with general learning disabilities. Students who experience difficulties and frustration in academic areas of their school life can enjoy and acquire personal achievement and satisfaction in the physical education curriculum. Physical education is a student-centred curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others.

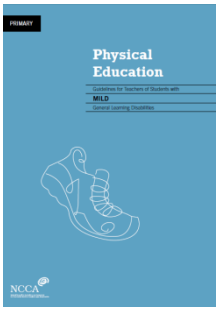
Physical education can enable students with general learning disabilities to acquire and enjoy many physical skills during their school life, and so widen the possibilities for recreation and socialisation in their adult lives. It provides the student with an avenue to enjoy life and social interaction. All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will provide 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. Teachers will endeavour to support and ensure the participation of children with Special Educational Needs and disabilities through an inclusive approach to planning for PE (often with the assistance of a SNA).

In order to make our PE curriculum inclusive and accessible, the following ideas may be considered when planning for inclusion of students with disabilities and Special Educational Needs:

- Children in Suaimhneas to integrate with mainstream classes where appropriate.
- Skills, concepts and activities will need to be redefined and broken down into progressive stages to meet the varying abilities of these students.
- Learning expectations should be reasonable in meeting the balance between familiar and unfamiliar skills and activities.

- Realistic targets should be set, appropriate activities and equipment should be chosen, and sufficient time should be given to bridge the gap between applying familiar skills and learning and applying new skills and concepts.
- Positive reinforcement should be given frequently, the ability of the students should be emphasised, and appropriate activities should be provided in order to improve the self-esteem and confidence of these students.

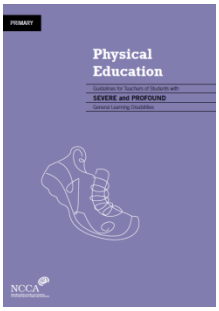
The following support materials will assist teachers in planning for children with SEN and disabilities:



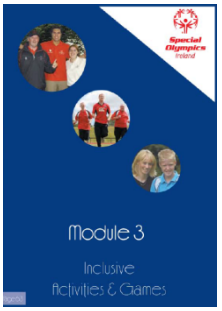
PE guidelines for teachers of children with Mild GLD



PE guidelines for teachers of children with Moderate GLD



PE guidelines for teachers of children with Severe and Profound GLD



Special Olympics PE teaching resources



Best Start: Inclusive Schools Project

All pupils exhibit a wide range of abilities in the area of PE. Some may be talented, some may be gifted, while others show significant needs and require guidance through a progressive and systematic approach to their participation and learning. In planning for teaching this subject area, it is important to keep in mind the following key issues and learning difficulties that pupils may have.

POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES

Potential area of difficulty	Implications for learning	Possible Strategies
• fitness levels	It may be necessary to set targets to improve fitness.	• include active warm ups and drills for skills practice • vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians
• listening and responding	The student may have difficulty with short–term memory and concentration span.	• keep instruction simple and clear. Students repeat instruction. • demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task • move to new instruction regularly
• coordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas.	• teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing. • give good visual demonstrations • reaffirm good examples and practices • use additional equipment to suit the needs of the student, for example softer balls, larger target • provide physical support to student in performing skill, for example, jumping
• spatial and body awareness	There may be safety issues for students engaging in movement exercises.	• provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g make a shape with the upper part of the body
• left–right orientation	It may be necessary to include regular exercises with these movements.	• include warm-up exercises/stretches. Students mirror actions of peers or teacher: O'Grady says; Follow the leader • include exercises with equipment using both sides of the body
• behaviour	This will necessitate the smooth	• establish routine format for class and the expectations of desired behaviours

	progression of lesson structure with clear instructions.	• ensure that the student is suitably placed in the class for optimum learning • check that the student is attending by reinforcing and questioning • involve the student where possible in demonstration • encourage the student and assign tasks opportunities for success
• Social integration.	Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands.	• group student(s) appropriately • use co-operative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with students' ability level • set reasonable targets for co-operative activities (individual and group).

Exceptionally Able Children

Children with exceptional ability or 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 forging links with local clubs (if links have not been established already) so the child(ren) can progress their talent to a higher level. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

We will refer to the PE checklist in the NCCA Draft Guidelines for Exceptionally Able Students to identify children who have a special ability or talent for PE:

Physical Education

Specific sports and physical activities require differentiated and detailed checklists. Exceptionally able students:

use the body with confidence in differentiated, expressive and imaginative ways	are able to adapt, anticipate and make decisions
have a good sense of shape, space, direction and timing	have a good control of gross and fine body movements and can handle objects skilfully
produce a seamless fluency of movement with an intuitive feel for elegant movement	show high level of understanding of principles of health-related exercise and their application in a variety of activities
are able to use technical terms effectively, accurately and fluently	are able to perform advanced skills and techniques and transfer skills between activities
are able to analyse and evaluate their own and others' work using results to effect improvement	take the initiative, demonstrating leadership and independence of thought

Assessment and Record Keeping

The teachers in the school constantly assess the PE lessons delivered as we identify progress and difficulties. 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. Information is shared between teachers during the year as need arises and in particular in the case of formulating Individual Education Plans for children with special needs.

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/FMS
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks
- Move Well Move Often Assessment templates

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitate communication with other teachers, parents and other professionals.

- **Assessment for learning** to provide feedback to children, improve learning and inform practice
- **Assessment of learning** which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.
- **Assessment as learning** involves teaching the children how to self-assess and peer assess.

The assessment criteria used for each activity forms part of class and school planning.

School Content and Equality of Participation and Access

- We will endeavour to ensure that all children from second to sixth class will partake in all six strands of the curriculum during their primary education. Aquatics will be provided for a six-week block for 5th and 6th classes each year provided we are successful in gaining a slot in the local pool. The BOM has given permission to charge a nominal fee to each child for swimming lessons.
- We will provide equal access for all children to physical education equipment and facilities and the use of the yard during breaks will be incorporated as an integral part of the school's programme. Our yard is divided into two sections for safety reasons. Each year group play in different zones. We will endeavour to have some PE equipment on the yard on different days for the classes.
- On rainy days every effort will be made in the classroom to allow for physical activity. Our activities include dance breaks, 10@10, go noodle, bizzy breaks, chair yoga, cosmic yoga, cooperative games and classroom circuits.
- As a staff we will help children to build positive attitudes towards all activities.
- We will enter teams in inter-school competitions and where possible.
- Limerick City Sports Trials: All children from 2nd to 6th are welcome to take part in the running trials. The children will run according to their age groups, not class groups.
- All children are encouraged to participate in school team sports. Selection of school teams are decided by the teachers. While it is hoped that all children would get to participate, the management team will consider the following when selecting the team. This includes participation and interest shown at training sessions, level of ability and previous performances.

- Scoil Íosagáin C.B.S. will send a representative to the Primary School Games if a child has the required skills and ability to meet the standard of this competition. Criteria for selection are based on performance at matches and school training.
- Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. Physical education provides great opportunities for this integration. We endeavour to include and promote cricket as a school sport. We will endeavour to celebrate multiculturalism through PE whenever possible,
- 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, Special Olympics, Paralympics etc will be used to look at the customs and sporting culture of some of the participating countries.
- Introduction of games from different countries, yet at the same time the school will acknowledge the special place that Gaelic Games holds in our culture.
- We will provide for and include children experiencing any form of disadvantage.
- 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 their participation.

Linkage and Integration

Many of the broad objectives of PE, such as the development of self-esteem, confidence, cooperation and spatial awareness, are shared with other curricular subjects. Within PE, it is through learning opportunities provided in the various aspects of movement that these objectives can be achieved. The transfer and reinforcement of learning from other areas of the curriculum can be achieved when PE is integrated with other subjects. This approach can be particularly effective in meeting the needs of pupils with individual and varied learning styles, and enables pupils to appreciate how physical literacy is an integral part of all our lives.

Language
The effective use of questioning from the teacher will develop the vocabulary associated with physical education. Allowing the children to analyse and describe their own performance will allow them to understand and appreciate their learning in physical education.

Content and Language Integrated Learning (CLIL)
We will endeavour to use Gaeilge in our PE lessons when the opportunities arise throughout the lessons we teach. We will make every attempt to include language and content that we are teaching in other subjects into our PE lessons when we say the opportunity.

Organisational Planning

In this school all classes will timetable 60 minutes of physical education lessons per week. We will make use of the school yard, small hall and secondary school hall as available. Below is the grid of the strands and fundamental movement skills used for all classes in our whole school 2 year plan.

Whole School PE Plan					
YEAR 1					
Term 1	Month	September	October	November	December
	Strand	Games	Games	Games	Gymnastics
	FMS	Throwing	Striking with an implement	Kicking	Balancing
Term 2	Month	January	February	March	
	Strand	Gymnastics	Athletics	Athletics	
	FMS	Landing	Running	Jumping for distance	
Term 3	Month	April	May	June	
	Strand	Athletics/Games	Aquatics/Dance Outdoor and Adventure	Aquatics/Dance Outdoor and Adventure	
	FMS	Jumping for height	Walking	Dodging	
YEAR 2					
Term 1	Month	September	October	November	December
	Strand	Games	Games	Games	Gymnastics
	FMS	Catching	Striking with hand	Striking with an implement	Balancing
Term 2	Month	January	February	March	
	Strand	Gymnastics	Athletics	Athletics	
	FMS	Landing	Hopping	Jumping for distance	
Term 3	Month	April	May	June	
	Strand	Athletics/Games	Outdoor and Adventure Dance/Aquatics	Outdoor and Adventure Dance/Aquatics	
	FMS	Running	Skipping	Side stepping	

We will focus on at least 5 out of the 6 strands every year. Aquatics is subject to pool timetabling and availability. If a class group is not participating in aquatics during the year, then the dance strand is to be covered.

Pe timetable is attached. See Appendix 2.

Organisational Tips for PE

- Establish clear rules, routines and expectations for PE class.
- Establish a clear signal for drawing the pupils into a group for the purpose of direct instruction, and use this signal consistently.
- Structure lessons that foster success. Select inclusive activities that meet the needs of all pupils.
- Provide consistent encouragement, effective feedback and reinforcement.
- Take care to ensure maximum time for participation in physical activity within the lesson.
- Maximise participation by avoiding exclusion and knockout games.
- Avoid activities with long wait times. Consider setting up two of the same activity if space allows.
- Lessons should allow progression from initial work undertaken individually to work with a partner and work as a member of a small group.
- Provide opportunities for pupils to work in groups to enhance cooperation in preparation for the development of team play in games situations.
- Strike a balance between competitive and cooperative activities. The focus should be on participation.
- Small sided games and mini versions of games with modified rules are suitable for PE lessons.
- Encourage pupils to create their own games and modified activities.
- Consider availability of space, resources and support personnel when planning for grouping of pupils.
- Discuss opportunities to practise what is learned in PE beyond the classroom.
- Invite pupils that can exhibit good technique to showcase the skill for the rest of the class.
- Provide opportunities for the pupils to begin practising immediately after viewing a demonstration.
- When addressing the class, line pupils up along a wall or in a tight huddle. If the PE lesson is taking place outdoors, speak to the pupils with your back to the wind.
- Use a variety of teaching methods and approaches.
- Mix boys and girls.
- Vary the way groups are arranged and teams are picked (see suggestions below).

Active School Flag

Scoil Íosagáin C.B.S. is an Active School. The Active School Flag (ASF) is a Department of Education and Skills initiative supported by Healthy Ireland. The ASF is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often. In order to achieve the ASF, we began the process by self-evaluating our current provision across three areas: Physical Education, Physical Activity and Partnerships. We were first awarded the ASF in 2019. The flag remains valid for a period of 3 years after which time we will be invited to re-apply. We have applied for the Active Flag again in 2022 and 2024.

Each year, Scoil Íosagáin C.B.S. will facilitate an Active School Week whereby the discretionary curriculum time for the period in question is used to promote physical activity for all children in the school encompassing as many of the strands of the PE curriculum as possible. This will take place in June. In addition to PE we prioritise physical activity throughout the day during Active Schools Week. The Active Flag includes pupils in the decision-making process in terms of the provision and promotion of physical activity. Committee members meet regularly with the Active School Coordinator.

Amber flag

Scoil Íosagáin C.B.S. is actively promoting a culture of change in the promotion of positive well-being in our school community. As physical activity has been linked to improved classroom behaviour, higher academic attainments and emotional well-being, physical activity is actively promoted within the school.

After School Activities

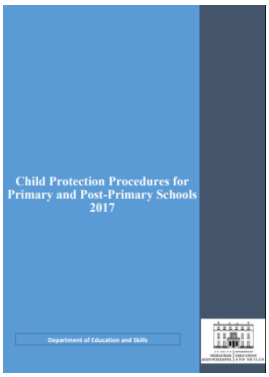
- School may provide further opportunities within an extra-curricular programme. This might include preparation for inter-school competitions.
- We will ensure that these extra-curricular activities are linked to the PE programme.
- Competitions/leagues/games are entered annually.
- Children from Scoil Íosagáin C.B.S participate in the Limerick City Sports each year.
- The school does organise an Active Week/sports day where parents/community/others can be invited to view children's PE activities and assist with activities.

Code of Ethics

- If 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 and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.

- Any coaches working in the school context should undergo Garda Vetting and will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. 'Adults interacting with children in sport (referred to as Sports Leaders in this Code) are in a position of trust and influence. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child and carried out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general.

- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a PE class), all teachers will adhere to the Department of Education and Science Child Protection Procedures for Primary and Post-Primary Schools 2017 to be used with the 'Children First National Guidance for the Protection and Welfare of Children (2017) produced for all personnel working with children.







PE Equipment and ICT (*Refer to pp. 104-105 Teacher Guidelines)*

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the PE coordinator and is checked and updated at the beginning and end of each school year.
- The equipment is stored in our PE presses in the small hall. Each teacher has the responsibility to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported to the post holder as soon as possible. The PE coordinator will inspect the presses regularly.

- The Principal and PE Coordinator in consultation with the staff will have the responsibility to purchase the PE equipment for the school and to apply for equipment from different organisations who give free equipment to schools.
- The BOM, on the recommendation of the Principal (informed by the PE coordinator) will sanction a budget for updating PE equipment annually - subject to funds being available.
- In order to ensure a PE rich environment, the school will have dedicated Sports and Active Schools noticeboards and school website with a link for Active School where school and local sporting events will be advertised. The use of pictures and videos will be vital in recording PE activities. The display of these pictures on the sports noticeboard and school website will give an opportunity to children to see themselves and others in action.
- Move Well, Move Often Posters, teacher resource books and digital framework/online tools https://www.scoilnet.ie/pdst/physlit/planning
- All of the Fundamental Movement Skills posters are displayed in the hall and provided to teachers. Each poster clearly outlines the teaching points of each skill and is accompanied by a series of pictures. The teachers can use the posters to assist with demonstrating and teaching the skill in focus. The children can also refer to the posters for guidance while developing a skill or as an assessment tool.
- All teachers have access to the teacher handbooks. There are three handbooks which cater for all primary school age children. The activities are outlined to develop and consolidate the skills across the three books.
- Online resources: https://www.scoilnet.ie/pdst/physlit/planning/
- All teachers have access to the planning and teaching tools and resources outlined on the 'Move Well, Move Often' website.
- Some of the digital resources are used in the classroom setting to outline the skill prior to practicing it during the lesson.
- ICT- Tablets, laptops, speaker, interactive whiteboards, TV in the small hall

List of PE equipment attached. See Appendix 1.

Facilities:
- School yard
- School small hall
- Secondary School Hall
- Access to Grove Island Pool
- Access to Old Christians GAA Pitch
- Access to Markets Field

Health and Safety *(Refer to schools Health and Safety Policy)*

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 and procedures for dealing with accidents.

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 have to 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.
- 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
- Children will not be forced to do activities they are not physically or psychologically ready for.
- There are a number of people on staff with a current First Aid qualification. The First Aid Kit is kept outside the Principal's Office and is restocked regularly. Other kits are also available inside each block. Other portable kits are also available when children are participating in PE outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. Their parents/guardians will be contacted in emergency situations and if necessary, their family doctor as outlined on the aforementioned enrolment form.

Individual Teachers' Planning and Reporting

The whole school plan and the curriculum documents for PE will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum. While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to your own class level and experience. It is vital that all teachers plan individually while at the same time ensuring that their class plans coordinate and feed into the overall school plan.

Teachers will plan based on the strands and the specific Fundamental Movement Skill as outlined on the yearly timetable. Teachers will select one/two teaching points each week to encourage fundamental movement skill proficiency based on the class level. External providers will be made aware of the FMS to enhance the children's learning.

The Cuntas Míosúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual Cuntas Míosúil have been evaluated it should be obvious to the staff which elements of the curriculum were being implemented.

Staff Development

Teachers are encouraged to attend courses in PE where possible. Teachers will be notified of courses relating to PE available in the area. The school also co-ordinates with Limerick City Sports Partnership. Visiting coaches are used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved.
The principal and PE coordinator will take responsibility for monitoring developments in PE, current research, reference books, resource materials and websites dealing with PE. www.pcsp.ie, www.irishprimarype.com, www.activeschoolflag.ie and www.pdst.ie have definite links to the curriculum and PE in Ireland. The school has a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum and we endeavour to build on it. An inventory of organisations can be found on the Active School website.
The school can contact OIDE for sustained support in P.E. if necessary.

Parental Involvement

Parents have a responsibility to support and encourage their children to participate in all strands of the curriculum. This plan and the curriculum documents are available for parents to inform them of the programme for PE. We recognise the role of the HSCL teacher as crucial to developing collaboration between the school and parents.

Community Links

Local clubs and sporting organisations are invited to provide information on the services that they provide. 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 our school. We link with the community whenever possible. Close links also exist with Limerick Sports Partnership. We will also refer to famous sports people from our community and invite suitable people into the school to talk to the children as long as the content is in keeping with the sentiments of the curriculum. If a local team or individual has had a notable victory, they will be invited into the school to share the victory with the local children. Also, when Limerick are playing in the hurling and/or football Championship, we will hold a green and white day in celebration where children will be encouraged to dress up in their Limerick colours. The school will also be decorated with flags, bunting and children's art work. There are members of clubs/groups in the community that support the school's PE programme.

Success criteria

The success of this plan will be evaluated through teacher's planning and preparation to ensure the procedures outlined in this plan have been consistently followed. We will also judge its success by determining if the children have achieved the aims outlined below:

- The level of enjoyment exhibited by the children
- The 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
- The provision of opportunities for achievement for each child

The achievement of these success criteria will be assessed through;

- Feedback from teachers, parents and community
- Children's feedback regarding activity levels, enjoyment and skill development

Implementation

(a) Roles and Responsibilities

This plan will be supported, developed and implemented by all members of the staff. The principal and the P.E. Coordinator will coordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings. It will be ratified by the Board of Management. It will be monitored and evaluated every two years.

(b) Timeframe

This plan is currently being implemented and will be reviewed in 2026. It will be necessary to review this plan on a regular basis to ensure optimum implementation of the PE curriculum in the school.

Ratification

This policy was ratified by the BOM on _____.

Signed :

(Chairperson)