



**MONASTERORIS**  
**NATIONAL SCHOOL**

# **Physical Education School Plan**

# Physical Education School Plan

## Introductory Statement

The PE plan for Monasteroris N.S. was formulated in consultation with the Board of Management, principal, parents and teaching staff.

## 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 these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

## Vision and Aims

### Vision

We seek to assist the children in our school in achieving their potential through the opportunities they receive to participate in activities drawn from the strands of the P.E. curriculum. We also seek to encourage children to lead active healthy lives by encouraging physical activity through out the school.

### 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
- 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.

The Broad objectives of the PE curriculum have been considered.

## Strands and strand units

The strands/strand unit's/content objectives for the relevant class level(s) are found on the following pages:

- ✓ **Infant classes pp. 16-23**
- ✓ **First and Second classes pp. 24-34**
- ✓ **Third and Fourth classes pp. 38-46**
- ✓ **Fifth and Sixth classes pp. 48-59**
- ✓ **Aquatics: Junior Infants-Sixth pp.62-64**

Each teacher will make him/herself familiar with the curriculum objectives for his/her class. Each classroom teacher has a copy of the PDST glance cards for PE for their class groupings being taught.

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

A list of teaching resources will be stored in the staff room and are attached to this plan.

Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities.

At present all classes from 2<sup>nd</sup> – 6<sup>th</sup> attend Edenderry swimming pool for a six week block of lessons. Any classes who do not have access to a swimming pool, will address the strands of Hygiene and Water Safety in Aquatics in the context of the SPHE and PE Curriculum.

We will ensure there is continuity and progression from class to class by:

- Developing appropriate warm-up activities for indoor and outdoor work at each level – with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.
- We will record the content, strands and strand units covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míosúil )

### **Move Well, Move Often**

Monasteroris National School recognises that physical literacy is the underlying goal of all physical activity. Physical literacy addresses the whole child and respects each pupil as an individual. The physical 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, while important at all stages of life, has particular significance in the early and primary school years. It is at this stage that movement competence is developed and attitudes to physical activity are established. Equally it is a time when pupils begin to develop their self-awareness and self-concept and are hungry for knowledge. Consequently, PE in primary school offers extensive opportunities to nurture the physically literate child.

Monasteroris National School has adopted the Move Well and Move Often fundamental movement skill programme, (to be used as a resource to teach the Primary School Curriculum) in order to help us to develop students who are physically literate.

Fundamental Movement Skills (FMS) are the basic building blocks of movement and are an essential part of everyday life and recreational activity. Typically, FMS are divided into three main categories, each of which is subdivided into a variety of skills. See table below;

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
<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Jumpingfor height</li> <li>• Jumpingfor distance</li> <li>• Dodging</li> <li>• Side stepping</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing</li> <li>• Landing</li> </ul>	<ul style="list-style-type: none"> <li>• Catching</li> <li>• Throwing</li> <li>• Kicking</li> <li>• Striking with the hand</li> <li>• Striking with an implement</li> </ul>

It is envisaged that these skills would be taught in conjunction with and through appropriate curriculum strands. Please see Appendix A for a breakdown of when these skills will be taught and in conjunction with what PE strand over a two-year cyclical period.

### **Active schools:**

Monasteroris National School endeavours to create a PE rich environment in the school. All staff and pupils are participating in the Active school's initiative. Through our participation in this initiative we aim to:

- Promote physical activity among staff, pupils and parents
- Demonstrate to our pupils and parents that we value, encourage and recognise the important role physical activity plays in our pupil's overall development.
- Promote healthy habits in line with curriculum objectives of PE, SPHE and Science curriculums.

Activities associated with Active Schools (this list is not exhaustive):

- Active walkway
- Run around Ireland
- Active Schools Week
- Busy Breaks
- Active Homework
- Lunch time Active leaders

### **Key Methodologies**

We will use a combination of the following approaches:

- Direct teaching approach
- Guided discovery approach
- Integration

We will use methods that encourage maximum participation by the child through group work:

- Individual, pair, group and team play
- Station teaching
- Using a play area divided into grids

### **Sample Structure of a PE lesson:**

Warm Up: pulse raising activities, stretching and strengthening/mobility exercises

Main Activity – running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc

This main activity will take place at individual, pair and small group levels to enhance skill development.

Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson, while also allowing the teacher to circulate the class and observe the children at each station and offer support when required.

We will divide our play area into Grids to allow for small group activity and yet all children will be involved

Cool Down: slower activities to reduce heart rate and prepare children for their return to the classroom

### **Assessment and record keeping**

The teachers in the school constantly assess in the PE lessons delivered as we identify progress and difficulties. The assessment criteria used for each activity forms part of class and school planning.

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

Assessment 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.

- ⇒ **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 learners** involves teaching the children how to self assess and peer assess. It will be necessary for pupils to be reminded of what they are looking to assess e.g. types of jumps used, change of directions, arm and leg action when running.

All teachers will use a range of assessment tools available through Scoilnet (<https://www.scoilnet.ie/pdst/physlit/assessment/>). Examples of these tools are attached to this policy.

These assessment tools include;

- Self-assessment
- Teacher checklists
- Peer Observation checklists
- Individual assessment profiles
- Teacher observation considerations
- Effective feedback considerations.

The assessment tools in this resource address four assessment purposes- formative, summative, evaluative and diagnostic assessment. Using these templates will enable teachers to gather, record, interpret, use and report information about the pupil's progress and achievement in particular areas of PE. The information gathered on pupils' attainment is supportive of promoting a culture of improvement and enhancing teachers' individual and collaborative practice, and the school's capacity to respond to individual learning needs, and differentiate teaching and learning activities as necessary.

### **Multi-class teaching**

- There are many times in the multi-grade class when children will be required to work independently of the teacher. We will use station teaching with groups of similar ability. At times the teacher will remain at one teaching station while the children at the other stations will complete a pre-described activity. In older classes we may have task cards for the stations - the children will read the instructions.
- We will have mixed ability groups and the more competent children may act as mentors for the less able children. At the same time, the better able will have a differentiated activity to complete which will challenge them at their level.
- Follow-up activities to a basic lesson can be introduced, where one group has an opportunity to practise again what was covered in the basic lesson, while the other group moves ahead and develops further the content of the basic lesson.
- When possible, support personnel provided by sports or dance organisations may be used to help with group teaching.

### **Children with different needs**

- Teachers will endeavour to support and ensure the participation of children with special needs and physical disabilities by planning to

include all children in PE activities. Therefore, we will always endeavour to focus on the abilities of each child.

Stored with this policy is the *PE guidelines for teachers of students with Mild General Learning Disabilities (NCSE)*. Teachers are encouraged to utilise the extensive list of examples of how best we can support pupils experiencing difficulties during PE classes. Teachers are aware of other guidelines for profound disabilities and physical disabilities and can access these online at NCSE and PDST website under physlit section.

- Children with exceptional 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 strand they excel in.
- 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. In Monasteroris National School we endeavour 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.

### **Equality of participation and access**

In planning for PE we are going to pay attention to the following areas in order to promote gender equity throughout the physical education curriculum.

- All children from infants to sixth class will partake in all six strands of the curriculum (The pool based elements of Aquatics will be dependent on the availability of facility and finance).
- We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks
- When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
- As a staff we will help children to build positive attitudes towards all activities.
- We will take into account the needs of girls and boys when promoting the health related fitness of children.
- We will enter both boys and girl's teams in inter-school competitions and where necessary (if we have insufficient numbers) we will take the opportunity to enter mixed teams.

Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. P.E. provides great opportunities for this integration

- The Dance strand of the curriculum may 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 etc may be used to look at the customs and sporting culture of some of the participating countries.
- Introduction of games from different countries i.e. boules, lacrosse to children in the school, yet at the same time acknowledging the special place that Gaelic Games hold in our culture. **Gaelic Games should be given particular consideration as part of the Games programme**

Identify provision required, as and where necessary, for inclusion of the 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.
- In line with Department of Education and Science recommendations, it is the policy of Monasteroris N.S. not to charge for in-school curricular activities. However, when organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a nominal fee to each child. 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.
- On occasion, where the principal and staff feel that the addition of external coaching input would benefit the children's overall experience, development and enjoyment of a particular PE strand, the school, if possible may fund such activities in collaboration with the Parent Teacher Association if appropriate to do so.

### **External Coaches:**

At present the school receives free coaching from Edenderry rugby club, Edenderry GAA club and on occasion Offaly Athletics at different intervals throughout the year. All coaches adhere to our Garda vetting and school visitor's policies. Both pupils and staff find these coaching sessions very beneficial.

- 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 will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council.

### **Linkage and integration**

- CLIL: Physical Education has been our starting point for CLIL. Using the CLuichí Clois resource pack, all classes will learn the same game as



gaeilge every fortnight. It is hoped that in doing so the children will learn vocabulary associated with PE in Irish and this will lead to an enjoyable and stress free transition to teaching PE as gaeilge for our pupils. Children will be provided with the necessary equipment during lunch times to play the Irish games during little and big lunch.

- Language: Bainfidh na múinteoirí usáid as gaeilge nuair atá siad ag múineadh rince gaelach.
- The effective use of questioning from the teacher will develop the vocabulary associated with PE. Allowing the children to analyse their own performance will allow them to understand and appreciate the activities of PE better and thus physically educate themselves in a more meaningful way – as opposed to something that just happens with time.

### **Organisational Planning: Timetable**

Monasteroris National school endeavours to ensure that each class will have two half-hour or 1 one-hour session of PE each week. A teacher may choose whichever option suits their pupils best.

Please see Appendix A of this policy for a yearly timetable of the Physical Education strands. These strands will be taught in conjunction with the Move well and Move Often fundamental movement skills. Teachers may utilise the following when planning and teaching their PE lessons;

- PSSI lesson plans (in folder in PE hall)
- Cluichí Clois resource pack
- Move well and Move often teacher resource book (class teacher stores in individual classroom)
- Move Well and Move Often External cues (stored in PE hall)
- PE equipment (please see Appendix B for equipment inventory)

### **Resources:**

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by Mrs Gerber and checked and updated at the beginning of each school year.
- It is stored in the PE hall. It is the responsibility of each class teacher to ensure that all equipment is returned to the store after each lesson. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.
- The Principal and 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
- An extensive list of additional resources created by the PDST is attached to this policy. The school will purchase programmes or books from this list if a class teacher/principal feels it would be beneficial to teaching and learning and the implementation of this school plan.

- All classroom teachers have a copy of the PSSI lesson plans for each curricular strand and has a copy of the PDST glance cards for PE for the various class groupings they teach.

### **Health and safety**

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.
- Running activities will not finish at a wall or pole
- 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 mentally ready for.
- Ensure shoe laces are tied and clothing is tucked in.
- Encourage pupils to keep their eyes open and head up when moving in a condensed playing area.

The First Aid Kit is kept in the staffroom and is restocked regularly with items only recommended by First Aid personnel. A second portable kit is 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.

### **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. Teachers will plan based on the strands as outlined on the yearly timetable. More detailed PE planning can be found in teacher's fortnightly notes and Cuntas Míosúil.

### **Staff development**

The school has a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum.

When possible, substitute cover is arranged to allow staff to attend CPD in Physical Education.

### **Parental involvement**

All parents are asked to support their children to participate in all strands of the PE curriculum. We may ask parents with recognised areas of expertise in the area of PE and/or Sport to support us in our efforts if their talents will be of benefit.

Through our participation in Active Schools parents are informed through our monthly newsletter about all of the physical activities our pupils are participating in.

Parents are asked to supervise active homework which occurs every second Thursday,

Parents are invited to attend Sports Day to encourage all our pupils in their sporting endeavours.

### **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 will also make reference 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.

### **Success criteria**

- 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
- Providing activities equally suitable for boys and girls

### **Review:**

This policy will be reviewed and updated as/when need arises.

### **Ratification:**

This plan was reviewed and ratified by the Board of Management on \_\_\_\_\_.

Signed:

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Chairperson of the Board of Management

## **Appendix A**

### **Overview of Strands being taught and FMS focus associated with that Strand.**

	<b>Strand</b>	<b>Year 1</b>	<b>Year 2</b>
September	Athletics	Walking & Running	Jumping for Distance
October	Athletics	Jumping for Height	Throwing
November	Games	Throwing & Catching	Dodging & Sidestepping
December	Gymnastics	Balancing	Landing
January	Aquatics	Kicking	Balancing
February	Aquatics Dance	Hopping	Skipping
March	Dance	Landing	Balancing
April	Games	Striking with Hand	Striking with an Implement
May	Games Outdoor & Adventure	Striking with Hand	Striking with an Implement
June	Outdoor & Adventure	Walking & Running	Walking & Running