

## **1.(a) Introductory Statement**

The Whole School Plan for Physical Education was formulated by the staff of St Kilian's N.S. after attending in-service for P.E which was provided over two school years, 2004 - 2006. It has been revised and developed in the interim and ratified by the Board of Management.

## **(b) Rationale**

Physical Education provides children with unique learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. The Physical Education Programme which provides a wide variety of movement activities builds on the early physical experiences of the child. In contributing to the holistic development of children, Physical Education shares much with the other subjects on the Primary School Curriculum. Children learn to relate to, and communicate with, each other and to develop self esteem and confidence. They are encouraged to develop initiative and leadership and to acquire positive attitudes towards physical activities. They are helped to make informed decisions concerning a healthy lifestyle. Learning in other subject areas can be enhanced and consolidated in Physical Education lessons. For example - Estimating, measuring and reading simple maps which are developed in the Outdoor and Adventure Activities strand of the Physical Education curriculum are common to other subjects. Physical Education offers many opportunities to develop *Gaeilge neamhfhoirmiúil*.

In the implementation of the Physical Education Programme the following considerations should be remembered:

- Physical Education is for all students and all teachers.
- 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 girls and boys.

Physical Education provides the child with the joy of physical exertion and the satisfaction of achievement while developing skills and attitudes that enhance their ability to contribute, compete and achieve.

There are six strands in the Physical Education Curriculum which should be covered at every level in Primary School.

They are:

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

Within each strand the child will learn various skills related to the given strand. These are taught to the child mainly by demonstration by the teacher or a volunteering child. Within each strand the strand unit 'understanding and appreciation' gives the child the opportunity to become a good participant or spectator of physical activities.

**• Following staff discussion it was decided that we as a school would look at the Dance and Aquatics strands in more detail during 2015 and the Gymnastics strand in 2016.**

### **Physical Education and Sport:**

Although closely linked, Physical Education and sport are different entities. Sport involves competition or challenges against oneself, the elements or others. Within physical education the emphasis is on personal and social development, physical growth and motor development. Physical Education is not about winning or being the best, but about focusing on achieving individual improvements and goals.

In saying this there is a place for competition in Physical Education. We as teachers must de-emphasise from competition and the importance of winning in Physical Education. If we don't we find the challenged children will be at risk of withdrawal and are likely to become inactive. Also the child who thrives on winning finds that as they mature and grow, success is harder to come by and therefore their desire to participate diminishes. The place for

competition in Physical Education is to nurture respect for the opponent, officials, rules and spectators. Competition can have a great influence on the child's development while at the same time providing fun and enjoyment.



Paddy Carolan All Ireland medal winner with Cavan in 1952, presents Gary Faulkner with his Cumann na mBunscoil Div 1 winners medal. The boys football team won this title in 2013/14 for the first time. Gary played in the goals. (Games)

### **(c) Vision**

In our school we hope to provide children with a broad and varied experience of the Physical Education Programme. We hope that children will develop an understanding and appreciation of physical activities. Competition will be de-emphasised and active participation and enjoyment promoted.

### **(d) Aims**

The aims of the Physical Education Policy within this school are :

- To promote the physical, social, emotional and intellectual development of the child through physical activity.
- To develop positive personal qualities through physical activities.
- 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 to use the body as an instrument of expression and creativity.

- To promote enjoyment of and to create positive attitudes towards, physical activity and its contribution to life-long fitness, thus preparing the child for the active and purposeful use of leisure time.

## **(e) Broad Objectives**

The objectives of the Physical Education Policy within this school are:

### ***Social and personal development -***

- Experience enjoyment and achievement through movement.
- Interact and co-operate 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 range of activities.
- Develop agility, alertness, control, balance and co-ordination through movement.
- Develop personal competence in the athletic skills of running, jumping, and throwing.
- Perform dances with confidence and competence, including folk and contemporary 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 knowledge of movement activities and derive benefit as participant and spectator.
- Develop an understanding of travel and weight bearing as a 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 and 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 a respect for the environment through participation in outdoor activities.

### ***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 promote a healthy lifestyle.
- 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.

## 2. Extra curricular activities

This is provided by the teachers in this school on a voluntary basis for the enjoyment of the child. Many strands are covered depending on time and availability of teachers. This activity focuses the child on a specific strand within the curriculum. It also gives the child the opportunity to compete against other classes and schools. It is school policy here to integrate appropriate lessons within the class with the extra curricular activity that is taking place at the time. This can be beneficial for the child and may also encourage more children to take part in extra curricular activities.



**St Kilian's N.S. Girls Soccer Team. F.A.I. Schools Soccer County Champions 2015 (Games).**

Examples of extra curricular activities in our school are as follows:

- Be Active (2<sup>nd</sup> Class)
- Boys and girls football teams
- Boys and girls soccer teams
- Girls camogie team
- Spikeball teams
- Tag Rugby
- Handball
- Hurling
- School pantomime (Dance)



Liam and Leona 5<sup>th</sup> Class show us their moves during Hansel and Gretel our school pantomime (Dance).

### **3. The child with special needs**

All children are given the opportunity to participate and benefit from the full range of experiences offered by Physical Education. In planning for P.E. our school takes account of the range of difference in the school so that all children are given the opportunity to obtain maximum benefit from the programme. This is of particular importance to us since the establishment of our ASD Unit, Spraoi.

Physical Education in many cases offers an excellent opportunity to include and integrate children from Spraoi (see school policy on Inclusion and Integration).

### **4. Approaches and Methodologies**

Our Physical Education Programme shall be implemented by incorporating a combination of the following approaches.

#### **Direct teaching approach-**

This approach involves the teacher telling or showing children what to do and then observing their progress. It entails the teacher demonstrating most things in order to see progress being made. The teacher must make all or most of the decisions concerning the content of the lesson and the child responds to instructions. The direct teaching approach method is useful when organising activities, ensuring that safe practices are being applied and in the movement and handling of P.E equipment. It is an appropriate approach for activities such as performing folk dances or teaching specific skills within a game situation.

#### **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.

The guided discovery approach can be used where the teacher wishes to place an emphasis on leading the children to explore and experiment with movement challenges.

It may be utilised as a child explores movement through informal play experiences. It can be used when the teacher wants children to think about the application of concepts or tactics in games, where appropriate questioning can lead to a deeper understanding of how a skill can be employed in games situations.

### **Integration-**

The teacher should consider how objectives can be achieved through integration. Physical Education has many objectives which are developed by other subjects such as Gaelige, English, Art, Music, Mathematics and especially S.P.H.E. The development of these subjects can be enriched through a programme of Physical Education which is broad and balanced.

## **5. Assessment / Record Keeping**

The primary emphasis in this area will be on informal assessment but at times this will be complemented by formal techniques such as SALF folders and set criteria reference tests (see Appendix 1). The informal tools to be used will be

### **(i) Teacher Observation-**

The teacher continually observes children as they engage in activities within the physical education lesson.

### **(ii) Teacher designed tasks-**

The teacher assigns tasks that are relevant, valid and appropriate to the child. The use of a wide range of tasks related to the different strands should be assigned in order to provide opportunities for all children to demonstrate their skills.

Children's willingness to participate, enthusiasm/attitude, skill level and co-operation should be assessed.

### **Questions:**

- When do teachers assess?
- What use is made of information gained from the assessments?
- What records should be kept?
- Curriculum profiles?



- ( See enclosed sample pupil evaluation sheet)

Feedback should be given to parents during parent-teacher meetings on the child's achievements, attitudes and skill development.

## **6. Curriculum Planning**

Strands and Strand Units

These are broken up into the class groupings and the appropriate strand units should all be covered at every class level from infants, special needs up to sixth class.

### **Infant Classes**

**Strand:** Athletics

**Strand Units:**

- Running
- Jumping
- Throwing
- Skipping
- Understanding and appreciation of athletics

**Strand:** Dance

**Strand Units:**

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

**Strand:** Gymnastics

**Strand Units:**

- Movement
- Understanding and appreciation of gymnastics

**Strand:** Games

**Strand Units:**

- Sending, receiving and travelling
- Creating and playing games
- Tennis (see attached plan)
- Understanding and appreciation of games

**Strand:** Outdoor and adventure activities

**Strand Units:**

- Walking
- Orienteering
- Outdoor challenges
- Understanding and appreciation of outdoor and adventure activities

**Strand:** Aquatics

**Strand Units:**

- Hygiene
- Water safety
- Buoyancy and propulsion
- Understanding and appreciation of aquatics

# First and Second Classes

## Strand: Athletics

### Strand Units:

- Running
- Jumping
- Throwing
- Skipping
- Understanding and appreciation of athletics

## Strand: Dance

### Strand Units:

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

## Strand: Gymnastics

### Strand Units:

- Movement
- Understanding and appreciation of gymnastics

## Strand: Games

### Strand Units:

- Sending, receiving and travelling
- Creating and playing games
- Tennis (see attached plan)
- Understanding and appreciation of games

## Strand: Outdoor and adventure activities

### Strand Units:

- Walking
- Orienteering
- Outdoor challenges
- Understanding and appreciation of outdoor and adventure activities

## Strand: Aquatics

### Strand Units:

- Hygiene
- Water safety

- Buoyancy and propulsion
- Understanding and appreciation of aquatics

## Third and Fourth Classes

### Strand: Athletics

#### Strand Units:

- Running
- Jumping
- Throwing
- Skipping
- Understanding and appreciation of athletics

### Strand: Dance

#### Strand Units:

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

### Strand: Gymnastics

#### Strand Units:

- Movement
- Understanding and appreciation of gymnastics

### Strand: Games

#### Strand Units:

- Sending, receiving and travelling
- Creating and playing games
- Tennis (see attached plan)
- Understanding and appreciation of games

### Strand: Outdoor and adventure activities

#### Strand Units:

- Walking
- Orienteering
- Outdoor challenges
- Understanding and appreciation of outdoor and adventure activities

**Strand:** Aquatics

**Strand Units:**

- Hygiene
- Water safety
- Entry to and exit from the water
- Buoyancy and propulsion
- Stroke development
- Water-based ball games
- Understanding and appreciation of aquatics

# Fifth and Sixth Classes

## Strand: Athletics

### Strand Units:

- Running
- Jumping
- Throwing
- Skipping
- Understanding and appreciation of athletics

## Strand: Dance

### Strand Units:

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

## Strand: Gymnastics

### Strand Units:

- Movement
- Understanding and appreciation of gymnastics

## Strand: Games

### Strand Units:

- Sending, receiving and travelling
- Creating and playing games
- Understanding and appreciation of games

## Strand: Outdoor and adventure activities

### Strand Units:

- Walking
- Orienteering
- Outdoor challenges
- Understanding and appreciation of outdoor and adventure activities

## Strand: Aquatics

### Strand Units:

- Hygiene
- Water safety
- Entry to and exit from the water
- Buoyancy and propulsion

- Stroke development
- Water-based ball games
- Understanding and appreciation of aquatics

## 7. Organisational Planning.

### Skipping.

Skip Hop visits our school for two days annually for 'Every Child Skips'. This visit is organized and co-ordinated by Louise Traynor. The activities covered in the workshops are reinforced by teachers during P.E. classes following the visit. Children are also encouraged to skip in the yard at break times.

- **Every Child Skips** is a series of workshops throughout the day with all the pupils, each lasting 60 minutes, and ending with a floorshow on the second day, to the whole school performed by children chosen from each session. Every Child Skips is very exciting and is funded by pupils bringing in a contribution. All children participate regardless of ability to pay.



*Children love to skip in the yard following these workshops.*



## GAA Coaching in-school

A coach from Cavan Co. Board attends the school annually for two terms and coaches both 6<sup>th</sup> classes. This generally takes place on a Friday morning. Our staff, teachers and SNAs coach the various school teams, football, hurling, camogie etc... outside school hours in preparation for school matches, leagues and other mini tournaments.

## Games and Athletics

Ronan Carolan visits the school every Tuesday and together with the 5<sup>th</sup> Class teachers, he assists with the implementation of the Games and Athletics strands of the curriculum. This involves team teaching with teachers taking charge of different stations.

## Aquatics

Providing for the Aquatics strand in our school provides many challenges. Among these is the fact that to travel to our nearest suitable pool is an hour round trip and involves a significant cost. We would have to close the school for a half day to facilitate children swimming. This is simply not feasible as teachers are already responding to the demands of an overloaded curriculum. As a compromise and in recognition of the importance of aquatics, we have decided in partnership with the Parents Assoc that 3<sup>rd</sup> Class and Spraoi would go swimming annually. They attend a 7 week instructional session in Kells swimming pool with instruction provided by qualified swimming instructors. We therefore can ensure that every child in the school is afforded the opportunity to learn how to swim.

Children in 6<sup>th</sup> Class attend the National Aquatic Centre annually as part of their school tour.

## Gymnastics

We teach the Gymnastics strand in October/November. Equipment required for this strand will be stored in the GP Room for a 6 week period to facilitate the teaching of this strand. Teachers view the gymnastics curriculum as a menu, teaching aspects of it that ensure the health and

safety of all within the limited confines of our GP Room, while also taking into consideration their own ability and the ability of their class group.

## Dance.

We teach the Dance strand from Christmas to Saint Patrick's Day. Teachers use the Dancing Time D.V.D and C.D. set. Master copies are available from Anne O Connor. Fifth Classes learn dances associated with the school's annual pantomime.

Class	Dance 1	Dance 2
Jnr Infants.	Skip to My Lou	
Snr Infants	Skip to My Lou	A Bird Flew Into the Wood
First	Cuckoo Dance	Come to Me
Second	The Jackdaw	An Damhsa Mór
Third	Harvest Time Jig	Siege of Ennis
Fourth	Shoo the Donkey	The Haymaker's Jig
Fifth	Creative Dance for the pantomime	
Sixth	Walls of Limerick	An Staicín Eorna

Children in our school will learn all the dances listed above during their time at school. Teachers are obliged to follow this plan but may of course teach extra dances (but not those listed for other classes).



We use the Primary Schools' Sports Initiative PDST resource pack for creative dance also available from Anne.

## Tennis: Infants to 4<sup>th</sup> Class

### **Mini Tennis program for Primary Schools – Coach Michal Bryniczka**

**Class Level:** Junior and Senior Infants

**Strand:** *Coordination and movement skill development, fun mini tennis games*

**Curriculum Objectives:**

Strand unit: Tracking,Catching,Balance,Co-ordination,Sending,Receiving,Travelling

- \* develop and practice a range of ball handling skills:
  - rolling, throwing and catching, bouncing a soft red tennis ball ,self and with partner from stationary position and while moving
- \* develop and practice a range of carrying and striking games
  - from stationary position, balancing a ball and while moving
  - bouncing a ball on a racquet into the air without allowing it to touch the ground and with bouncing on the ground
  - striking a ball using a racket to a partner, who strikes it back with the ball bouncing once between each strike

Strand unit: Creating and playing games

- \* play small sided mini versions of games
  - pair tennis cone to cone

Strand unit: Simple tactic , understanding and appreciation of games

- applying simple principles of a games (goals)

**Resources:** Mini Rackets ,Red balls, cones,

**Class Level:** 1st-2nd Class

**Strand:** *Coordination and movement skill development, Fun mini tennis games*

**Curriculum Objectives:**

Strand unit: Tracking,Catching,Balance,Co-ordination,Sending,Receiving,Travelling

- \* develop and practice a range of ball handling skills:
  - throwing and catching, bouncing a soft red tennis ball ,self and with partner from stationary position and while moving

- games
- \* develop and practice a range of carrying and striking
  - from stationary position, balancing a ball and while moving
  - bouncing a ball on a racquet into the air without allowing it to touch the ground and with bouncing on the ground
  - striking a ball using a racket to a partner, who strikes it back with the ball bouncing once between each strike

Strand unit: Creating and playing games

- \* play small sided mini versions of games
    - pair tennis with centre divide
  - \* familiarization with mini tennis net
    - fun group games over mini tennis net
    - pair tennis games over mini tennis net
- Strand unit: Simple tactic , understanding and appreciation of games
- strategies
- \* develop a simple problem solving and decision making

- and understanding of games in modified situations
- applying simple principles of a games (score, goals)

**Resources:** Mini Rackets ,Red balls, cones, mini nets

**Class Level:** 3<sup>rd</sup>- 4th Class

**Strand:** *Coordination and movement skill development, Fun mini tennis games*

**Curriculum Objectives:**

Strand unit:

Tracking,Catching,Balance,Coordination,Sending,Receiving,Travelling

- \* develop and practice a range of ball handling skills:
    - throwing and catching, bouncing a soft orange tennis ball , with partner from stationary position and while moving
  - \* develop and practice a range of carrying and striking
    - from stationary position, balancing a ball and while moving
    - bouncing a ball on a racquet into the air without allowing it to touch the ground and with bouncing on the ground
    - striking a ball using a racket to a partner, who strikes it back with the ball bouncing once between each strike
- games

Strand unit: Creating and playing games

- \* play small sided mini versions of games
  - pair tennis with centre divide
- \* familiarization with mini tennis net
  - fun group games over mini tennis net
  - pair tennis games over mini tennis net

Strand unit: Simple tactic , understanding and appreciation of games

- \* develop a simple problem solving and decision making strategies and understanding a games in modified situations
  - applying simple principles of tennis (if its not in, you cant win-consistency, keep scores of games)



- **Resources:**  
Mini Rackets ,red balls, cones, mini nets

"If I could just get this ball to stay on the racket I could start thinking about Grand Slams!"

### Be Active 2<sup>nd</sup> Class (after school programme).

Be Active is an after school programme run in second class for approximately 12 weeks. It introduces the children to fun physical activity in a safe, familiar, structured setting, with an emphasis on enjoyment, learning and variety of activity. The programme aims to improve the attitudes of both children and their parents towards physical activity and lay the foundation for positive, life long physical activity habits. The children enjoy the following strands from the P.E. curriculum:

- games,
- athletics,
- gymnastics,

- outdoor and adventure pursuits
- dance

Each 40 minute lesson begins with a teacher directed warm-up, followed by the children rotating in groups around 4 parent led stations. Each station practices a different activity or game based on the strand being taught. The lesson is concluded with a teacher directed cool down.



### **COW/WOW.**

These days are organised by Ms Gogarty and the Green Schools committee. A large number of children now walk or cycle to school on Wednesdays because of this initiative and it is an excellent example of parents, pupils and teachers working together.

### **Active Schools Week.**

The Physical Education Programme is promoted throughout the week. Children are given opportunities to take part in a wide range of physical activities. The junior classes use the school grounds while the senior classes are timetabled to use The Community Sports Centre and the GAA pitch. Active Schools Week takes place during the third week of May.

## Outdoor Activities and Orienteering

The staff has compiled a folder of outdoor activities and orienteering for the school grounds and its environs, suitable for all classes and Spraoi. This folder is now stored in the staff room.

## Organisation of the Physical Education Lesson

The physical education lesson needs to be carefully planned to ensure effective organisation. All lessons should be organised to encourage maximum participation by the child. This can be achieved in some instances by carefully planned whole school activity, but very often it is more effective to divide children into groups. Some methods for group work are outlined below.

### ***Individual, pair, group and team play-***

Teachers need to plan for children to work alone or with others, co-operatively and competitively. At infant level, most activities will be undertaken firstly by an individual child which can then be developed into partner work. Small group work in first and second classes enhances co-operative skills in preparation for team play that can be used from third to sixth class. At all times, activities should be appropriate to the individual needs of the child.

### ***Station teaching-***

The use of 'stations' is appropriate in teaching games, gymnastics, outdoor adventure activities, athletics or aquatics. This is a framework which allows maximum numbers of children to participate, providing opportunities for continuous practice for groups working on different tasks at the same time. The children are divided into groups- each group practising a different skill/activity and then they rotate after a certain period e.g. - after three minutes.

### ***Using play areas divided into grids-***

This method for organising a class lesson is useful for games teaching, especially for third to sixth classes. The area is divided into grids (approx 8m by 8m) with cones or markers to define each grid. Individual, pair or small group skills/activities can be practised using this method.

### ***Assessment / Record Keeping***

Just like all other curriculum areas, assessment in Physical Education is of paramount importance. There are a range of assessment techniques to aid the teacher in keeping track of the child's effort and improvement in Physical Education.

#### ***Teacher Observation-***

The teacher continually observes children as they engage in activities within the physical education lesson.

#### ***Teacher designed tasks-***

The teacher assigns tasks that are relevant, valid and appropriate to the child. The use of a wide range of tasks related to the different strands should be assigned in order to provide opportunities for all children to demonstrate their skills.

Children's willingness to participate, enthusiasm/attitude, skill level and co-operation should be assessed.

#### ***Questions:***

- When do teachers assess?
- What use is made of information gained from the assessments?
- What records should be kept?
- Curriculum profiles?
- ( See enclosed sample pupil evaluation sheet)

Feedback should be given to parents during parent-teacher meetings on the child's achievements, attitudes and skill development.

### **Multi-class Teaching**

In these situations, provisions should be made to suit and challenge the different stages of development of children within the group. This can be achieved by setting individual, partner or small group tasks through the medium of station teaching. Follow up activities to a basic lesson can 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 the skill further.



## **Parental Involvement**

Parents have a responsibility to support and encourage their children to participate in all strands of the curriculum. Parents are expected to send their children to school dressed appropriately for PE.

Parental co-operation and assistance is needed for many extra curricular activities, eg the pantomime, matches, Active Schools, COW/WOW and school tours.

Ronan Carolan a parent at the school has for many years assisted the 5<sup>th</sup> Class teachers with the Games and Athletics strand.

Parents play a pivotal role in Active Schools which is implemented annually with both 2<sup>nd</sup> Classes.

COW/WOW days promoted by the Green Schools team is heavily reliant on parental support.

Our school jerseys are kindly sponsored by our Parents Assoc.

The PE policy is available to view on the school blog.

## **Community Links**

We are aware of the school's role in our community and are conscious of the fact that the expertise of people in the local community is an invaluable resource to our school eg: Ronan Carolan helps with games and athletics, Yvonne Chilton with dance and the pantomime, a past pupil with tag rugby, parents with Active Schools etc...

## **Health and Safety**

We have a school Health and Safety Policy which will be adhered to at all times in PE activities. Issues identified as been 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, adequate supervision, procedures for dealing with accidents....etc.

In order to minimise risk the following should be adhered to:

- All children should wear suitable footwear and clothing during a PE lesson. This is particularly relevant on Mufti-days.
- Equipment 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 during a PE lesson, we will follow the procedures outlined in our Health and Safety Policy. All accidents should be recorded in the Yard Book.
- Best practice is safe practice and the teacher should ensure that children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the PE lesson e.g. mats for gymnastics, stone/pebble free yard for running.

### 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, teachers will adapt and modify the PE plan to their own class level and ability. It is important that teachers plan individually and that these plans co-ordinate and feed into the whole school plan.

In this regard, the Cúntas Míósúil will be very relevant in reviewing and developing the school plan for the future.

## Physical Education Exemption.

It is school policy for all children to participate in all PE classes unless there is a physical or medical reason why they cannot. In the case of a parent/guardian requesting an exemption, a letter stating the specific reason for exemption is required. Written medical evidence should accompany this if available. Following receipt of this letter, a decision will be taken and the parents/guardians of the child in question will be informed as soon as possible. This decision can be appealed to the Board of Management within 10 school days of receipt of the written confirmation of the original decision, and the matter will be dealt with as expediently as possible. A copy of our school's letter to parents is attached to this policy.

## Success Criteria

When reviewing the plan we take account of the following points:

- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A good balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Provide opportunities for achievement for each child
- Provide activities equally suitable for boys and girls

Means of assessing the outcomes of the plan include;

- Teacher/parent/community feedback
- Parent feedback forms
- Children's feedback
- Inspectors suggestions/reports
- Second level feedback

## Review

This policy will be subject to periodic review.

\_\_\_\_\_ Chairperson BOM

\_\_\_\_\_ Principal.

\_\_\_\_\_ ( Date).

## ***Pupil Evaluation Sheet for Physical Education***

Aim: \_\_\_\_\_ Strand: \_\_\_\_\_

Rang: \_\_\_\_\_ Strand Units: \_\_\_\_\_

Date: \_\_\_\_\_

### **Performance:**

Response to instructions

Performance of movement tasks

Manipulative skills

Creative ideas from children

### **Evaluation of Performance:**

Observe and describe their own and others movements

Know the effect of the activity

## **Activities Suitable for Children with Mild General Learning Disabilities incorporating the six strands of the Physical Education Curriculum:**

These activities are particularly relevant to the children in our school that attend Spraoi especially those that have been diagnosed with Low Functioning Autism.

Teachers from the centre for Autism in conjunction with the Physical Education Draft Guidelines for Teachers of Students with Mild General Learning Disabilities , speech therapists and occupational therapists have devised the following list of activities :

### **Athletics:**

#### ***Hoops -***

Running through hoops. Control hoop by rolling.

#### ***Cones-***

Set up in a row. Children run around cones changing direction.

### **Games:**

#### ***Skipping Ropes-***

One rope on floor. Jump or hop over rope from side to side to the end. Rows of ropes hop over. Two ropes- jump in and out. Skipping.

#### ***Target-***

Throw bean bag at the target. Variation: Use hoop or bucket.

#### ***Basket ball hoop-***

Bounce and shoot.

#### ***Bat and ball-***

Practice hitting with bat. Balance ball upwards using bat. Practice hitting ball against the wall.

### ***Large Balls-***

Bounce two handed. Bounce using one hand. Bounce in a hoop. Throw and catch (to adult or partner).

### ***Throwing and Catching-***

Throw ball to adult or friend/ catch ball thrown by adult or friend. Vary size of balls. Quoits.

### ***Hockey Sticks-***

Correct grip. Move ball between cones.

### ***Footballs-***

Kick/ control with feet.

### ***Small balls-***

Sit legs apart roll to a friend.

## **Gymnastics:**

### ***Bench-***

Walk, crawl pull yourself along the bench.

Variations: Walk backwards, eyes closed, hop etc. Bench can be turned upside down to increase the level of difficulty.

### ***Vaulting Horse-***

Climb up and over. Connect benches to it.

### ***Trampoline-***

Bounce unaided using arms to get height. Aided jumping for communication skills.

### ***Gym Mats-***

Pencil Roll to the end. Space hoppers - hop to the end of the mats.

## **Outdoor and Adventure Activities-( can be done indoors)**

Set up chairs in a row. Children commando crawl under to the end.

***Tunnel*** - Crawl through tunnel . Increase the speed.

### **Other:**

- Obstacle Course
- Animal Walks
- Bear/Bunny/ Snake/

### **Aquatics**

Swimming lessons

### **Tennis**

Tennis drills with Michal



# Saint Kilian's N.S.

19608V

## Physical Education Policy



## PE Exemption

Dear Parent/Guardian,

In response to your request for your child to be exempt from PE lessons can I draw your attention to the current school policy.

It is school policy for all children to participate in all PE classes unless there is a physical or medical reason why they cannot. In the case of a parent/guardian requesting an exemption, a letter stating the specific reason for exemption is required. Written medical evidence should accompany this if available. Following receipt of this letter, a decision will be taken and the parents/guardians of the child in question will be informed as soon as possible. This decision can be appealed to the Board of Management within 10 school days of receipt of the written confirmation of the original decision, and the matter will be dealt with as expediently as possible.

Thanking you,

Yours sincerely,

\_\_\_\_\_ (Principal)

