**PHYSICAL EDUCATION**

**POLICY**

**Ss. Michael & Peter Junior School**

**Introductory Statement and Rationale**

**(a) Introductory Statement**

The PE Plan for Ss. Michael and Peter Junior School was formulated in consultation with the principal, post holders, teachers and BoM.

**(b) 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**

**(a) Vision**

We seek to assisst the children in our school in achieving their potential through the opportunities they receive to physically educate themselves through the strands of the PE curriculum and to promote physical activity throughout the school.

**(b) 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.

**Strands and Strand Unit**

* The strands/strand units/content objectives for the relevant class level(s) are found on the following pages of the Curriculum Guidelines:

Junior and Senior Infant Classes pp. 16-23

First and Second Class pp. 24-34

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

* Teachers will choose a range of activitives 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.

We will endeavour to create a PE rich environment in the school:

Suitable DVD's

Suitable CD ROM's

Suitable Websites

Posters/Photographs

* 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 level.

**Approaches and Methodologies**

We will use a combination of the following approaches:

* Direct teaching approach
* Guided teaching 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

**Structure of a PE Lesson**

(a) Warm up

(b) 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.

Station teaching will be used to teach specific skill and to enable the children to experience a variety of activities in the PE lesson.

We will divide our hall/play area into grids to allow for small group activity and yet all children will be involved.

(c)Cool down

**Assessment and Record Keeping**

The teachers in the school constantly assess in the PE lessons delivered as we identify progress and difficulties.

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 attiude to activity
* Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

* Teacher observation
* Teacher-designed tasks

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitiates communication with other teachers, parents and other porfessionals:

* **Assessment for learning** to provide feedback to children, imporve 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.

**Children with different needs**

Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities. This will mean we have to focus on the abilities of each child. We will refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

**SAMPLE: POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES (p 19, NCCA Draft Guidelines, Book 3 – for Teachers of Students with Mild General Learning Disabilites)**

|  |  |  |
| --- | --- | --- |
| **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 concntration 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 instruciton regularly |
| Co-ordination 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 cathcing a ball, jumping and landing, balancing.  - give good visual demonstrations  - reaffirm good examples and practices  - use addtional 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 stidents engaging in movement ecercises. | - provide suitable group arrangements; restrict area of movemen; plan for the student to engage in follow the leader, and copying and contrasting exercises  - use specific body parts in exercise 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 | - inlcude warm-up exercises/stretches. Students mirror actions of peers or teacher: O'Grady says; Follow the Leader  - inclue exercises with equipment using both sides of the body |
| Behaviour | This will necessitate the smooth progression of lesson structure with clear instructions | - establish routine and format for class and the expectiations of desired behaviours  - ensure that the student is suitably placed in the class for optimum learning  - cjeck 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 Integreation | 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 developement level commensurate with students' ability level  - set reasonable targets for co-operative activities (inidvidual and group). |

The School Enrichment Programme prodused by Special Olympics Ireland to mark the occasion of the World Games in Ireland will also be used as a useful reference [www.specialolympics.ie](http://www.specialolympics.ie/)

We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary.

General Adaption Suggestions

Based on <http://www.pecentral.org/adapted/adaptedactivities.html>

Equipment: Rules Prompts, Cues:

Larger/lighter bat Demonstrate/model activity

Use of velcro Partner assisted

Larger goal/target Disregard time limits

Mark positions on playing field Oral prompt

Lower goal/target More space between students

Scoops for catching Eliminate outs

Vary balls (size, weight, colour, texture) Allow ball to remain stationary

Allow batter to sit in chair

Place student with disability near teacher

Boundary/Playing Field: Actions:

Decrease distance Change locomotor

Use well-defined boundaries Modify grasps

Simplify patterns Modify body positions

Adapt playing area (smaller, Reduce number of actions

obstacles removed) Use different body parts

Time: Bowling:

Vary the tempo Simplify/reduce the number of steps

Slow the activity pace Use two hands instead of one

Lengthen the time Remain in stationary position

Shorten the time Use a ramp

Provide frequent rest periods Use a partner

Give continuous verbal cues

Basketball:

Use various size balls (size, weight, texture, colour)

Allow travelling

Allow two hand dribble

Use larger/lower basket

Slow the pace, especially when first learning

If student uses wheelchair, allow them to hold ball on lap while pushing wheelchair

Use beeper ball, radio under basket for individual with visual impairment

Soccer:

Use walking instead of running

Have well defined boundaries

Reduce playing area

If student uses a wheelchair, allow them to hold ball on lap while pushing wheelchair

Use a deflated ball, beeper ball, brightly coloured ball

Use a target that makes noise when hit

Volleyball:

Use larger, lighter, softer, bright coloured balls

Allow players to catch ball instead of volleying

Allow students to self toss and set ball

Lower the net

Reduce the playing court

Stand closer to net on serve

Allow ball to bounce first

Hold ball and have student hit it

Tennis:

Use larger, lighter balls

Use shorter, lighter racquets

Slow down the ball

Lower the net or do not use a net

Use brightly coloured balls

Hit ball off tee

Allow a drop serve

Stand closer to net on serve

Do not use service court

Use a peer for assistance

**Equality of Participation**

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

* All children from Infants to Second Class will partake in all six strands of the curriculum
* As a staff we will help children to build positive attitudes towards all activities

**Linkage and Integration**

Linkage can take place within physical education in that many activities transcend strands and are of benefit to the child irrespective of the strands or subjects being covered. Within the contect of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the PE class.

Theme based activities will be used to support integration especially in the gymnastics strand where the language of movement can be developed in tandem with the practical activities under the theme of travelling. Further language development can take place under the theme of balance.

**Language**

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**

In this school classes will have one hour of PE each week – i.e. One session of 1 hour duration or two sessions of 30 minutes duration. The timetable is displayed in staffroom and each teacher has a copy. Time allocated to PE follows DES guidelines.

The children will participate in a number of sessions with an outside coach (depending on availablity) and their teacher during the academic year e.g. Playball, Tennis, Rugby, GAA, Soccer, Dance, etc.

These extracurricular activities are porvided by specialist coaches – class teacher remains with the class at all times.

The games, outdoor and adventure activities and athletics strands can be done at a time when it is hoped the weather will be fine and will allow the lessons to be based outside.

Example plan

Sample plan of work for PE for Infant classes

|  |  |  |  |
| --- | --- | --- | --- |
| September - October | November - December | January - March | April - June |
| Games | Dance | Gymnastics | Games |
| Athletics | Gymnastics | Dance | Outdoor & Adventure Activities |
|  |  | Games | Athletics |

Sample plan of work for PE for 1st & 2nd Classes

|  |  |  |  |
| --- | --- | --- | --- |
| September - October | November - December | January - March | April - June |
| Games | Dance | Aquatics | Games |
| Athletics | Gymnastics | Gymnastics | Athletics |
|  |  | Dance/Games | Outdoor & Adventure Activities |

**Code of Ethics**

* If coaces 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 occsaions 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, porduced 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 carries out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat 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 Guidelines to be used with the 'Children First Guidelines' produced for all personnel working with children.

**P.E. Equipment and ICT**

* Our School has a detailed inventory of equipment and resources available for PE. This list is compiled by the post holder for PE and is checked and updated at the beginning of each school year.
* It is stored in the designated equipment area. Each teacher has access to this equipment and it is the responsibility of each class teacher to ensure that all equipment is returned neatly to its rightful place after each lesson. Any breakages have to be reported to the post holder as soon as possible. The post holder will inspect the room regularly. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.
* The post holder in consultation with 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.
* The BoM, on the recommendation of the Principal will sanction a budget for updating PE equipment – subject to funds being available. At present, there is no dedicated PE grant. The Principal may also request additional funds from the Parents Association.

**ICT**

* In order to ensure a PE rich environment, the school will have an information board where the school and local events will be advertised. The use of the school's digital camera will be vital in recording PE/Sports day activities. The display of these pictures on the notice board will give an opportunity to children to see themselves and others in action.
* All internet usage follows the strict guidelines laid down by the school in our Internet Usage Policy. This covers the use of appropriate software and the access to safe websites. Teachers will visit websites to source infromation and ideas regarding use of equipment and also suitable PE activities.

**Health and Safety**

* All children have to wear sutiable 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, pole or railing.
* Best practice is safe practice and the teacher should ensure that the children understand that the rules and porcedures are there for their safety.
* We will endeavour to have an appropriate surface for activities in PE lessons.
* Children will not be forced to do activities they are not physically or mentally ready for.

The First Aid Kits are kept centrally stored in each building and is restocked regularly with items only recommended by First Aid personnel. A portable kit is also available when children are participating in PE/Tours outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form/medical indemnity form if applicable. These are then transferred to a central file available for immediate reference by all teachers and all class teachers must make themselves aware of any conditions and resulting procedures to be followed. Teachers will not treat a child unless it will make the difference between life and death. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the enrolment form/admission agreeement/medical indemnity form. Detailed leaflets are made available to all staff on specific conditions such as asthma, diabetes and allergic reactions etc.

**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 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 important that all teachers plan individually while at the same time ensuring that their class plans co-ordinate and feed into the overall school plan.

**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 experience 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. If a **local team or individual** has had a noteable victory, they may be invited into the school to share the victory with the local children. The community has also been involved in fundraising for PE equipment for the school.

**Review**

The school plan will be reviewed on a regular basis using the following 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 activites
* A belance between contact and non-contact activities
* Providing opportunities for achievement for each child
* Providing activities suitable for all ages with a clear progression as children move from class to class

**Roles and Responsibilities**

The PE post holder will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan be monitored and evaluated every May as the school year nears and end and we can reflect meaningfully on how well the PE programme has been taught and received in the school.

**Ratification and Communication**

This plan was ratified by the Board of Management on 12th December 2017.

The plan was communicated to teachers and implemented in classes from 12th December 2017.