

Physical Education Policy

Introductory Statement

The staff of Ballycanew N.S drafted this Policy after attending in-service days on the PE. Revised Curriculum

Rational

A whole school review of our approach to PE is required in order to implement the revised curriculum.

Vision

We believe that by teaching a Physical education programme that emphasizes the importance of:

- Enjoyment and play
- Participation by all
- Development of skills and understanding
- Opportunities for achievement

The children will be afforded opportunity to develop full, active and healthy lives.

In our school we are committed to the holistic development of all pupils. We want them to contribute to and play a fulfilling role in their own community. We feel that opportunity for participation in a variety of physical activity is essential and that enjoyment and participation are desirable goals in themselves.

Aims

- 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 units

Content : **See Appendix 1**

Infant Classes curriculum pp. 16-23

First and Second Classes Curriculum pp. 38-46

Fifth and Sixth classes curriculum pp. 48-59

Aquatics: Second to Sixth class curriculum pp 62-64

All children have access to the five strands each year.

Children from Second class to Sixth Class have access to the Aquatics Strand each year.

Approaches and Methodologies

- Direct teaching.

The direct teaching approach involves the teacher telling/showing children what to do and 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.

- Guided discovery

The guided discovery strategy involves the teacher designing a series of questions/prompts that will eventually lead to one or more appropriate answers and ultimately the discovery of a particular concept or “solution”. It offers children the opportunity to make decisions, solve problems and take initiative. The use of this approach promotes discussion among children and enhances the child’s capacity to evaluate.

- Integrated approach

To encourage maximum participation by each child we encourage:

- Individual, pair, group and team play
- Station teaching

Integrated Approaches.

Physical education has many objectives, which are developed by other subjects such as Gaeilge, English, Art, Music, Mathematics and especially SPHE. The Teacher will consider how these objectives can be achieved through integration.

Children with different needs

All children have individual needs regarding PE and teacher will take these into consideration. The child with special needs should experience the enjoyment of the participation and progression through the various stages of the physical education programme according to his/her ability. It is important that the class teacher encourages maximum participation in the physical education lesson by the child and provides the opportunity to benefit from a balanced physical education programme

Assessment

Teachers Observation might focus on

- The responses the child makes when set a task
- The responses the child makes to the teacher's questions and suggestions
- The participation of the child individually, in a group or as part of the class.
- The interaction of the child with others when involved in group work

Teacher-designed Tasks

Teacher will design a variety of tasks for the pupils to engage in. Some tasks will be designed to provide opportunities to practice skills, some will be designed to encourage creativity, some to gather knowledge of activities, and other tasks will be designed to promote questioning and group discussion. While engaged in the tasks, the children are learning and simultaneously their responses indicate their progress in physical education.

Equality of Participation and Access

All children will be included in PE lesson. They work in groups to facilitate maximum participation. In the planning of the physical education curriculum consideration should be given, on an equitable basis, to the needs and interests of both girls and boys, helping to build positive attitudes towards all activities.

In line with Department of Education and science recommendations, it is the policy of Ballycanew N.S. not to charge for in-school curricular activities.

Linkage and Integration

Physical Education has many objectives which are developed by other subjects such as English, Gaelige, Geography, Art, Music, Maths and especially Social Personal and Health Education. See page 75 Teachers Guidelines

Code of Ethics

It is important that all children are valued and treated with respect. It is the aim of our school to promote an atmosphere that ensures:

- Rights, dignity and worth of every child, regardless of age, gender or ability
- Nobody involved with children acts towards a child in a manner, or engages in conduct, which threatens, disparages, or insults another on the basis of ability, race, religion, colour, descent, ethnic or socio-economic background
- Positive re-enforcement

P.E. Equipment

The following equipment and resources are available in the school. **See appendix 3** Each teacher has a copy of this list. The equipment is stored carefully, available to all teachers and is appropriate for the PE Curriculum. Equipment is purchased centrally, updated annually and managed by the Post Holder Claire O'Donnell/Laura Doyle

Health and Safety

The medical condition of individual children, which may affect their safety during PE, should be made known to the teacher. **See List of Children with medical conditions.**

Due consideration will be given to the age, stage of development, and any special needs of individual children when selecting activities.

Warming up and cooling down activities will be safe and enjoyable.

Clothes worn will allow mobility during all activities.

Appropriate footwear is especially important. Laces should be securely fastened. Hazardous jewellery will be discouraged.

Equipment will be in good repair and will be appropriate in size, weight and design to the, age, strength and ability of the child.

We are concerned that children are unable to change clothing after Physical Education lesson.

Individual teachers' planning and reporting

- Long Term planning: Yearly Scheme
- Short Term planning: Weekly/fortnightly/monthly scheme
- Monthly reports

Staff Development

Teachers have access to resource material, reference books and websites dealing with PE

Arrangements are made for demonstrations and opportunities to try out resources are afforded to staff.

Teachers are encouraged to attend courses and expertise is shared. BOM pay for some of these courses.

Time is allocated at Staff Meetings to discuss courses

Parental Involvement

Parents are encouraged to support their children's involvement in PE related activities.

- Sports Day
- Prize Giving
- Photographic Exhibitions/Art Exhibitions
- Sporting Events
- School Concert. (Dance)
- Community Games

The Plan is available for viewing in the school

Community Links

Through the involvement of children in PE at school, we hope that they progress to involvement at a community level e.g. local hurling, football and rugby teams, outdoor activities etc. Musical Activities, Opportunity Knocks, Swimming Galas

GAA Coaching

School Tours to Croke Park, Baltinglass Outdoor activity Centre, Arklow Activity Centre

Implementation and Review

This plan will be implemented in the school year 05/06

It will be necessary to review this plan on a regular basis

Involved in the Review

- Staff
- Parents
- BOM
- Pupils

Review will take place 2007/2008 and will be coordinated by the Post Holder Claire O'Donnell

Ratification and Communication

The Principal and Staff drafted and submitted this plan to the BOM and was ratified on _____

Chairperson of BOM _____

The plan is available for viewing by the parents and DES Inspector

Appendix 1

Content

Strand /Strand Units	Infant Classes	1st &2nd Classes	3d & 4thClasses	5th &6th Classes:
Athletics	Running, Jumping, Throwing, Understanding & Appreciation of athletics	Running, Jumping, Throwing, Understanding and appreciation of athletics	– Running, Jumping, Throwing, Understanding and appreciation of athletics	– Running, Jumping, Throwing, Understanding and appreciation of athletics
Dance	Sending, receiving and traveling, Creating and playing games, Understanding and appreciation of games.	Exploration, creation and performance of dance, Understanding and appreciation of dance.	Exploration, creation and performance of dance, Understanding and appreciation of dance.	.Exploration, creation and performance of dance, Understanding and appreciation of dance.
Gymnastics	Movement, Understanding and appreciation of Gymnastics	Movement, Understanding and appreciation of gymnastics	Movement, Understanding and appreciation of gymnastics	Movement, Understanding and appreciation of gymnastics
Games	Sending, receiving and traveling Creating and playing games Understanding and appreciation of games.	Sending, receiving and traveling, Creating and playing games, Understanding and appreciation of games.	Sending, receiving and traveling, Creating and playing games, Understanding and appreciation of games.	Sending, receiving and traveling, Creating and playing games, Understanding and appreciation of games.

Strand Unit	Infants	1 /2 Classes	3/ 4 Classes	5 /6 Class
Outdoor and	Walking, Orienteering,	Walking, Orienteering,	Walking, Orienteering, Outdoor	Walking, cycling and

Adventure activities	Outdoor challenges, Understanding and appreciation of outdoor and adventure activities.	Outdoor challenges, Understanding and appreciation of outdoor and adventure activities,	challenges, Understanding and appreciation of outdoor and adventure activities,	camping activities, Orienteering, Outdoor challenges, Water bases activities, Understanding and appreciation of outdoors and adventure activities.
Aquatics:	Hygiene, Water Safety, Entry to and exit from the water, Buoyancy and 'propulsion, Stroke development, Water-based ball games, Understanding and appreciation of aquatics	Hygiene, Water Safety, Entry to and exit from the water, Buoyancy and propulsion, Stroke development, Water-based ball games, Understanding and appreciation of aquatics.	Hygiene, Water Safety, Entry to and exit from the water, Buoyancy and propulsion, Stroke development, Water-based ball games, Understanding and appreciation of aquatics.	Hygiene, Water Safety, Entry to and exit from the water, Buoyancy and propulsion, Stroke development, Water base ball games, Understanding and appreciation of aquatics.

Appendix 2

S.E.S.E
Directions
 Forward
 Sideways
 Backwards
 Upwards
 downwards

S.P.H.E
Maths
S.E.S.E
Art
Space
 General
 personal

Maths
Music
Speed
 Fast
 slow



Appendix 3

P.E. Equipment

Balls

Footballs

- 2 All weather
- 3 Leather
- 8 “63”cm plastic
- 9 Reg plastic
- 2 “54”cm plastic
- 11 Junior 3 “43”cm

Rugby Balls

- 1 Reg leather
- 1 small leather (tag)

Basketballs

- 10 Reg
- 9 small

Tennis Balls

- 49 yellow/white (reg)

Hand Balls

- 2 Rubbers

Foam (indoor) Balls

14 “28”cm
3 “23”cm

Misc Balls

5 Pom Pom Balls
4 Spiked Balls
16 small balls 4 of green, blue, red, yellow

Air Pumps

1 small red
1 pump with footrest

Basketball stand & nets

2 outdoor/free standing
2 spare nets
2 portable

Goalpost

2 portable

Bats and racket

4 black plastic tennis rackets
10 play bats – red, blue, yellow, green
2 baseball bats
2 rounders bats

Hurley/Hockey sticks

22 hurls size 30”/32”
12 Indoor (Eurohoc sticks with goals) stored in yellow bag

Markers

3 Flags
50 Markers/Disc

- 12 Indoor markers
- 6 Cones

Bibs and vests

- 38 bibs/vests
- 60 Belts/saches

Hurling Helmets

- 1 Blue Reg

Gym Equipment

- 1 gym horse
- 1 climbing frame
- 1 step
- 12 gym mats
- 4 benches

Parachutes

- 2 Large Parachutes
- 1 small parachutes

Javelin

- 4 Foam javelin poles

Ropes and Skipping ropes

- 6 snake skips
- 3 flip boards/skillboards
- 4 Relay battons
- 6 6" hurdles
- 4 Frisbees
- 26 small throwing hoops red/yellow
- 43 Bean Bags
- Skittles (small)
- 1 Rocking see-saw
- 2 Maze Balancing boards
- 1 Pop-up Sport centre/Target centre (2sm balls green/blue)
- 2 Net football bags

Hula Hoops

- 5 Tube Type
- 9 Solid Type
- 1 35cm solid

Whistles

- 7 Rugby whistles
- 1 Whizzball

Books

- P.E in action 1-6 - Folen Publication
- Gaelic Football Skill Manual -GAA Publication
- McDonal Skills Challenge
- The Hurling/Camogie Coaches Handbook - GAA Publication
- Special Olympic World Summer Games - 4 Manuals & Video
- Sunny D Teachers Pack Basket Ball
- AIB Active Schools
- Water Sports -Hugh McManners
- The Young Gymnast -Joan Jackman
- Gymnastics Health and Movement -Amanda Durrant – B.A.G.A
- Singing and Dancing Games for the very young
- Volley Ball
- P.E Curriculum Guide -John Ortwerth
- Ready, Steady, Play – a national play policy
- Bizzy Break manual/poster/cd - Irish heart foundation
- Targeting Sporting Change in Ireland – Plan & Report
- Sports for All -Dept of Ed
- Folder containing ideas and games -filed in office and in sports press
- Skipping rhymnes on windows
- Hurling, Camogie, Handball skills
- Early movement skills
- Action P.E for life
- Primary Soccers
- Physical Education - By Dept Ed

Ballycanew
National School

Physical Education

School Plan