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PHYSICAL EDUCATION (PE) POLICY

Title

This policy was drawn up by the staff and the representatives of Saint Michael's N.S. community. It sets out the approach to teaching Physical Education in the school and will form the basis for the teachers' short-term and long-term planning. It will also inform new, temporary and supply teachers of the approaches and methodologies used in the school.

In drawing up this document, the following sources were consulted:

- P.E. Curriculum Guidelines
- INTO website
- P.E. Association of Ireland
- Move Well, Move Often (Books 1-3) – PDST
- www.sess.ie

This policy was reviewed over the school years 2007/8 and 2008/9 and 2017/18.

Introductory Statement and Rationale

Physical Education (PE) develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skillfulness, development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities and preferences, and to make choices about how to get involved in lifelong physical activity.

PE is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. Through a diverse range of experiences providing regular, challenging physical activity, the balanced and harmonious development and general well-being of the child is fostered.

Physical Education and Sport

PE and sport, although closely linked, are not the same. Sport is formalised physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops through games and challenges. The focus in the PE curriculum is on the child's holistic development, stressing personal and social development, physical growth and motor development. Goal-setting, within the curriculum, focuses on individual improvement and not on winning or being the best

Vision and Aims

Vision

This school is under the patronage of the Church of Ireland. In line with the Department of Education & Science's advice that "... a religious spirit should inform and vivify the whole

work of the school", the Board of Management (BOM) and the staff seek to create a Christian ethos and approach within the school. Children are expected to take part in the whole life of the school.

Aims

The aims of the PE curriculum are:

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- To promote understanding and knowledge of the various aspects of movement
- To develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- To promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

Objectives

It is hoped that by the end of the child's primary school career, he/she will have:

- Experienced fun and enjoyable physical activity.
- Understood that all physical activity is of importance to her/his physical wellbeing.
- Positively interacted with other children through physical exercise.
- Participated to the best of his/her ability.
- Understood that it is more important to take part than to win or lose.
- Appreciated the value of her/his peers' efforts.
- Understood the importance of safety during physical activity.
- Experienced activities, which reinforce his/her self esteem.

- Experienced activities, which progress from gross body movement to games-related skills.
- Become aware of the rest, relaxation and physical activity in her/his daily lives.
- Understood and continued to practice lifestyle habits which enhance his/her health and wellbeing.

Content of the PE Curriculum

- Athletics
- Dance
- Games
- Gymnastics
- Outdoor and adventure activities
- Aquatics

Athletics

The athletics strand involves the natural activities of running, jumping and throwing. Emphasis is on exploring and experimenting with the basic movements of walking, running, jumping and throwing through a wide range of informal play experiences. There should be a development of the techniques in this area as children progress through the primary school.

Dance

This involves the child in creating, performing and appreciating movement as a means of expression and communication. It is concerned with the expressive quality of movement and enjoyment and appreciation of the aesthetic and artistic movements. The programme will involve the child in a range of creative and folk dance. This will involve, in some instances, participation in a dance or appreciating dance as an audience.

Games

This strand fosters the child's tendency to play through informal play activity. It helps to develop basic skills and also to develop social skills while dealing with their feelings. With the progression of working with a partner to "small-sided" games or mini games the child should encounter a variety of games that will develop skills and an understanding of concepts such as possession, teamwork, attack, defense and use of space. There should be opportunities for children to invent their own games. We aim to incorporate playground, co-operative and traditional games when planning this strand. The following games ensure the children experience a wide variety of activities and master many skills that provide enjoyment and challenge, and foster a lifelong interest:

Hockey / Unihoc

Basketball

Soccer

Gaelic Football

Tennis

SpikeBall

Tag Rugby

Rounders/Cricket

Golf

Olympic Handball

Gymnastics

This is concerned with the use of movement in a creative way in response to set tasks, individually and with others. Children experience movement on the floor and on a variety of equipment. Each child will have the opportunity to strive for more control over their movement and experience success at a personal level, by engaging in challenging but realistically achievable tasks.

Outdoor and Adventure Activities

This strand involves walking, cycling, camping and water-based activities, orienteering and outdoor challenge activities (trust and co-operative activities, group problem-solving exercises and physical challenges). These activities, mainly non-competitive, offer alternative avenues for achievement and encouragement to adopt a healthy life-style based enjoyment and appreciation of the outdoors. Many of the activities take place in the school grounds or in the neighbouring Peoples' Park and some may involve visiting an outdoor centre. The school takes part in various PE initiatives and this varies from year to year e.g cycling scheme organized by the Gardaí, golf, skipping, etc.

Aquatics

In this programme children will be enabled to gain competence and confidence near, in, under and around water. Each child should enjoy the sensation of buoyancy, and this emphasis of enjoyment will be maintained as proficiency in specific techniques, including learning to swim a stroke or a variety of strokes. Emphasis will be placed on water safety as it permeates all aquatic activities. The aquatics programme can be implemented progressively at whatever stage the child begins water-based activities.

Assessment and Record Keeping

Assessment

Assessment is an integral part of the teaching and learning process in PE, as in other areas of the curriculum. Assessment is carried out on an on-going basis by all members of staff. Among the assessment methods used are:

- Teacher observation
- Teacher-designed tasks
- Curriculum profiles in physical education

Information gained from the assessments is communicated to parent/guardians, other teachers and in some cases specialist professionals e.g. Occupational therapist and Physiotherapist. This information is recorded in pupils' files and is updated regularly to ensure continuity and progress.

Record Keeping

Record keeping takes many forms in PE:

- Weekly PE plans
- Cuntas Míosúil
- Yearly PE plans (Whole School)
- Pupils' school reports (recording attitude and achievements)
- ABC Movement
- Belfield Infant Assessment Profile

Multi-Class Teaching

The Collaborative Teaching approach, fully supported by the parents/guardians and sanctioned by the BOM, allows for greater flexibility in teaching PE. This model caters for individual age/ability differences, teacher expertise and allows small group/single class/double class teaching.

Children with Different Needs

In this school, any child with physical or special needs will experience the enjoyment of participation and progression through each stage of the physical education curriculum, according to his/her ability.

Children with gross motor/fine motor difficulties will be identified as early as possible. The NEPS continuum of support approach is used and an assessment by an occupational therapist may be recommended. At times, a PE club can run to cater for pupils with

fine/gross motor needs. This is normally co-ordinated by a SET. Programmes such as Smart Moves have been implemented.

A child who is gifted should be challenged by tasks appropriate to his/her ability. On the other hand, a child whose rate of progress is slower may need to have skills, activities or equipment modified.

When planning for different abilities, the following strategies are considered:

- Applying different levels of difficulty to tasks
- Setting a common task, but allow children to operate at different levels
- Placing an emphasis on a variety of strands, strand units or activities within a strand, thus creating a balance in the selection of activities and catering for different abilities
- Grouping children by gender, ability, age, size etc.

Co-operative & Competitive Sport

About 50% of the total pupil population qualifies to participate in the Limerick City Sports, generally held in mid-May at the sports grounds at the University of Limerick. A bus is hired and paid for by the BOM to transport them to the grounds. A written note of permission is required of the parents/guardians, to allow them to travel on the hired bus with staff members.

As the majority of those pupils participating in the Limerick City Sports are in the senior classes, an on-campus Sports Day is organised at the school for the younger pupils. The senior pupils in 4th, 5th & 6th Classes, who have not qualified for the Limerick City Sports, are the main organisers of races and games for the junior classes. Among the games and races are activities such as the potato and spoon race, bucket-walking race, skipping, goal-scoring, basketball, uni-hoc. This list is neither exclusive nor exhaustive, as each group of senior pupils may bring another fresh game to the Home Sports Day. The emphasis is on

maximum participation as well as encouraging senior pupils to organise activities and/or to referee. This has proved an unqualified success for the number of years it has been in operation, as well as adhering to the school's policy on inclusion.

(All activities are supervised by staff throughout the day, as is the norm.)

Equality of Participation and Access

It is important that all children are valued equally and are treated with the highest level of respect. Their personal dignity and physical integrity are paramount and participation in physical education should enable them to derive maximum benefit from the PE Curriculum. (c.f. Gender Equality Policy)

Linkage and Integration

Through involvement in physical activities, children are presented with many opportunities to think, plan, remember, discuss, assess and solve problems, make decisions and use their judgments. These are skills that are relevant across the curriculum.

Social, Personal & Health Education (SPHE)

Movement has the potential for providing, extending and enhancing children's personal and social capabilities, for example in situations that call for interaction, sharing, turn taking, leading and following, collaboration, negotiation, responsibility and use of language. The emphasis in the PE curriculum to promote positive attitudes toward physical activity complements the strand unit 'Taking care of my body'. Engaging in outdoor activities can be linked with 'environmental awareness and care'. Games and athletics provide opportunities to learn to accept rules and decisions and to help develop a sense of fair play, which the strand unit 'Relating to others' also explores. The aquatics section promotes safety and hygiene, also covered in SPHE.

Language

The use of varied movement vocabulary, listening to directions, descriptions of movements, discussions of rules and writing about outdoor activities all help to develop language. Poetry, stories and songs may be used with the dance strand.

Maths and Science

Physical activity develops an understanding of shape, space and measures in a practical context. Through movement children experience and begin to understand forces and motion, and the effects of exercise on the body.

Social, Environmental & Scientific Education (SESE)

The development of geographical skills is promoted in outdoor activities. The origins of dance music, history of games/ sports and local, national and world sporting events may be explored.

World Cup

Olympics

GAA

Special Olympics

Arts Education

PE may enhance drama, visual arts, poetry lessons.

Gaeilge

Ba chóir an Ghaeilge a shníomh isteach go nádurtha agus de réir a chéile do na ceachtanna corpoideachais m.sh....

- bainsteoireacht ranga a dhéanamh trí Ghaeilge
- gnáthordaithe a thabhairt
- ceisteanna a chur

- damhsaí a mhúineadh
- foclóir a bhaineann le lúthchleasaíocht

Organisational Planning (c.f. Appendix A)

- One hour a week is allocated to each class group
- School yard, St Michael's Church Hall, L.P.Y.M.A. Hall, classroom and People's Park are used for P.E., with occasional outings to other suitable locations.

Involvement of Pupils in the Organisation of P.E.

Pupils are encouraged, where appropriate, and under the guidance of the teacher, to be active in organizing lessons. Safety should always be an underlying issue.

- Children at all class levels may be involved in getting, laying out and putting away the equipment for some lessons.
- Children from 3rd to 6th classes are encouraged to devise and present warm-ups / cool downs
- Senior pupils may devise simple orienteering exercises, maps etc for younger classes.

Code of Ethics

Reference should be made to School's Child Protection Policy and also The Irish Sports Council 'Code of Ethics and Good Practice for Children's Sport' by all adults involved in PE instruction.

After School Activities

These activities may be organized by staff and Parent Teachers' Association (PTA). Field trips may have a P.E. component to them e.g.

- Orienteering in Cratloe
- Tour of Croke Park
- Adventure Trail in Portumna Forest Park, Coole Park
- Killaloe/Kilfinane Outdoor Activity Centre

- Annual Fun Day
- U.L. Primary School Sports
- Villiers Sports Day
- Participation in local/national tournaments eg Spikeball, 5 A-Side Football, I.H.U. Hockey Blitzes

Active School Flag

During 2016/17 Saint Michael's N.S. embarked on the Active School Flag initiative. Through the pursuit of the Active School Flag the school aimed to

- Increase children's levels of activity
- Show that as a school we care about our health
- Show that we are an active and physically educated school
- Show that we encourage participation in all activities
- Include all pupils in activities
- Show that we make P.E. interesting, fun, diverse and inclusive to all
- Show that P.E. and healthy activities promote good behaviour

A school motto was devised by the children **3Bs please – Be Active, Be Fit, Be Healthy**. A number of new and interesting activities were added to the normal P.E. Curriculum i.e. Dance Fridays, Park Runs, Drop Everything and Dance, Active indoor breaks and Playground monitors. The school were awarded the flag in November 2017.

PE Equipment and ICT

Information and communication technologies are used to supplement and research specific areas within the PE curriculum.

- The internet is used to gain information on many P.E. activities, sporting organizations and aspects of sport.
- Data bases may be used to record P.E. activities, leagues etc within the school.

- Resources to supplement various P.E.activities eg.orienteeing control cards may be designed on the computer and printed out for use by all classes.

Appendix B – Inventory of PE equipment

Appendix C – Books and reference materials

PE equipment is stored in outside shed.

Health and Safety

Please refer to school's Health and Safety Policy.

Individual Teachers' Planning and Reporting

- Daily notes
- Fortnightly/weekly planning
- Cúntus Míosúil
- Individual Educational Plans (IEP)
- Continuum of Support documents
- Yearly plans
- Parent/Teacher meetings
- IEP meetings
- Meetings with outside agencies

Staff Development

Staff members value PE and prioritise skills development/progression and inclusion for all pupils. Teachers share expertise and materials (books, internet, etc), attend in-service, local training, seminars, summer courses to update their teaching skills.

Parental Involvement

Parents/guardians, PTA Association, and the Board of Management (BOM) help finance the implementation of the PE curriculum. Fundraising/sporting events are held throughout the year. Parents support the pupils/school by attending sporting fixtures and events. A Fun Day is organised in the summer term. Copies of the policy are available to parents on request

Community Links

- Limerick Sports Partnership
- Bawnmore Swimming Pool
- University of Limerick (Primary School Sports, Use of track etc)
- Saint Michael's Church
- People's Park
- I.R.F.U.
- Munster Branch of I.H.A.
- Volleyball Association of Ireland (V.A.I.)
- Badminton

Success Criteria

(c.f. Appendix D)

Implementation

Roles and Responsibilities

All staff members value PE as an integrated part of each child's learning.

Review

Roles and Responsibilities

All staff attend staff meetings and implement this policy as part of their teaching duties.

Timeframe

The BOM undertakes the responsibility to review and amend this policy when necessary, following staff/In-School Management (ISM)/Principal's report.

Ratification and Communication

This policy will be ratified by the Board of Management.

A copy of the policy is available in the school office and/or on request from a parent/guardian.

This Physical Education (PE) Policy was ratified by the Board of Management (BOM) at its meeting on

Signature of Chairman (BOM) *Jennifer O'Leary*

Date *19th December, 2017*

Appendix A

YEARLY TIMETABLE FOR PHYSICAL EDUCATION

Strands: Athletics-Dance-Gymnastics-Games-Outdoor and Adventure activities-Aquatics

Class	Sept-Oct	Nov-Dec	Jan-March	April-June
Infants	Games	Gymnastics Dance	Dance Gymnastics	Outdoor & Adventure activities Athletics
1st & 2nd	Co-operative Games	Games & Stations Gymnastics	Aquatics Dance	Athletics & Outdoor & Adventure activities
3rd & 4th	Games, Skills development & mini games Athletics	Aquatics	Games Basketball Unihoc Soccer Gaelic football SpikeBall Dance	Athletics & Outdoor & Adventure activities Rounders
5th & 6th	Aquatics	Tag Rugby American Football Spikeball	Basketball Unihoc SpikeBall Soccer Games Gaelic football Adventure activities Badminton Dance	Athletics Rounders/Cricket

Appendix B

Suggested list of equipment for physical education

Tennis balls

Vinyl balls of varying sizes

Coated foam balls (for use with racquets)

Plastic hoops

Canes

Skipping ropes

Beanbags

Quoits

Plastic cones, multi markers or space markers

Plastic racquets, wooden play bats

Hockey sticks, uni-hoc sticks

Wooden batons

Plastic or wire containers

Ball-carrying nets

Chalk

CDs

Stop-watch

Selection of music

CD players

Outdoor Music System

Hoops

Plastic cones multi markers or space markers

Orienteering markers

1 parachute

Assorted balls
3 agility ladders
Targets
Stepping stones
10 Soft touch/non-sting volleyballs
Balance beams
Wobble Boards
Multi-purpose nets (volleyball, badminton, tennis)
Long jump sand pit
Lined yard
School jerseys and shorts
Bibs
Catalogues available from various suppliers

What is needed:

Foam hurdles
Plastic cones (large)
Assorted balls
Rounder bats

Appendix C

Resources

1. Move Well, Move Often (Books 1-3) PDST
2. <http://pssi.pdSaintie/strand.html>
3. Primary Soccer - **Mairead Weymes, Mary Bourke and Frances Murphy**
2. Games in the Primary School – **R.M.Lenel**
3. Gymnastics 7-11 - **Me. Carroll & H.K. Manners**
4. Swimming - **Hamilton Smith**
5. Leprechaun Rugby - **IRFU**
6. Short tennis practices - **Charles Applewhaite**
7. The Teaching of Swimming - **The Amateur Swimming Association**
8. What will we play today? - **Mary Muldowney & Cora Whittle**
9. Go Noodle
Junior & Senior Infants
1st & 2nd Class
3rd & 4th Class
5th & 6th Class
10. The Activity Pack – A book of training games and exercises for camping and backpacking – **Scouting Ireland**
11. Primary Gymnastics – **Brian P. Callington**
12. Code of Ethics and Good Practice for Children’s Sport – **The Irish Sports Council**
13. Physical Education Ages 5-7 - **Pauline Boorman**
14. Leprechaun Rugby - **IRFU**
15. Buntūs x 2 - **The Irish Sports Council**
16. Mini Sports 2nd Edition - **Mike Sleep**

Appendix D Review of PE

Area	Progressing Well	Satisfactory	Requires Attention
Teacher Planning ✓ Long-term Short-term Cuntas Miosuil Timetabling			
Athletics			
Dance			
Gymnastics			
Games			
Outdoor/Adventure Activities			
Aquatics			
Resources			
Use of Environment			
Assessment			
Meeting Pupils Needs Special Needs Weak 'Gifted' Reluctant participant			
Health/Safety Issues			
Integration			
Parental Involvement			
Variety of Approaches/Methodoloy			
Code of Ethics re Coaches			

Are we promoting the following?	What is working well in each of these areas?	Which areas could be improved on?
Enjoyment and play		
Maximum participation		
Development of skills and understanding		
Balance between competitive and non-competitive activities		
Balance between contact and non-contact activities		
Opportunities for achievement for each child		
Equal opportunities for boys and girls		

From this list prioritise a realistic number to work on and develop action plans to progress them.

Review of PE

14th October 2017

Area	Progressing Well	Satisfactory	Requires Attention
Teacher Planning	√		
Long-term	√		
Short-term	√		
Cuntas Miosuil	√		
Timetabling	√		
Athletics	√		
Dance	√		
Gymnastics		√ - limited	
Games	√		
Outdoor/Adventure Activities	√		
Aquatics	√		
Resources		√	
Use of Environment	√		
Assessment		√	
Meeting Pupils Needs			
Special Needs	√		
Weak	√		
'Gifted'	√		
Reluctant participant	√		
Health/Safety Issues	√		
Integration	√		
Parental Involvement	√ much improved – Active School		

	participation has really helped		
Variety of Approaches/Methodology	√		
Code of Ethics re Coaches	√ (All are Garda vetted)		

From this list prioritise a realistic number to work on and develop action plans to progress them.

Are we promoting the following?	What is working well in each of these areas?	Which areas could be improved on?
Enjoyment and play Yes	Variety, Inclusivity, New Initiatives	
Maximum participation Yes		
Development of skills and understanding Yes		
Balance between competitive and non-competitive activities	More non-competitive focus in the school – focus is on participation and enjoyment	
Balance between contact and non-contact activities Yes		
Opportunities for achievement for each child Yes		
Equal opportunities for boys and girls Yes		

- More parental involvement
- Continue to build fitness levels in school population
- Assessment – get parents more involved