

Baltydaniel N.S
Newtwopothouse
Mallow
Co. Cork



Physical Education Plan

Whole School Plan PE – Baltydaniel National School

Introductory Statement

This PE plan for Baltydaniel N.S. was formulated in consultation with the teachers and members of the Board of Management with the support of an Advisor for Physical Education from the Professional Development Service for Teachers.

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 optimum learning opportunities for the children in our school by maximising active learning experiences and approaches which benefit each individual child.

Vision

Physical Education 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. In Baltydaniel NS, by implementing a diverse range of experiences that provide regular, challenging physical activity, the balanced and harmonious development and general well-being of every child can be fostered.

Through our physical education programme, our children can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education provides opportunities to develop desirable personal and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to co-operate in group situations. These opportunities contribute to the understanding and promotion of a healthy life-style. Physical education, as an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the children in our school.

We aim to provide Physical Education opportunities which meet the physical needs of each child and their need for movement experiences, challenges and play. We aim to develop a desire for daily physical activity in all of the children through encouraging constructive and active use of free time, so that children will be motivated towards participation in physical activities in adult life. To fulfil these needs, our Physical Education programme is built on the principles of variety and diversity. We aim to provide a wide variety of movement activities appropriate to the level of development of each individual child.

Aims

We endorse the aims of the [Primary School Curriculum for Physical Education](#)¹

- 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.

¹ Page 10, PE Curriculum, 1999

Objectives of Physical Education

The broad objectives of the PE curriculum have been considered in the design of this plan:

Social and personal development

- experience enjoyment and achievement through movement
- interact and co-operate sensitively 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 variety 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 simple folk and Irish 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 general knowledge of movement activities and derive benefit as a participant and as a spectator
- develop an understanding of travel and weight-bearing as the 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, 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 respect for the environment through participation in activities outdoors

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

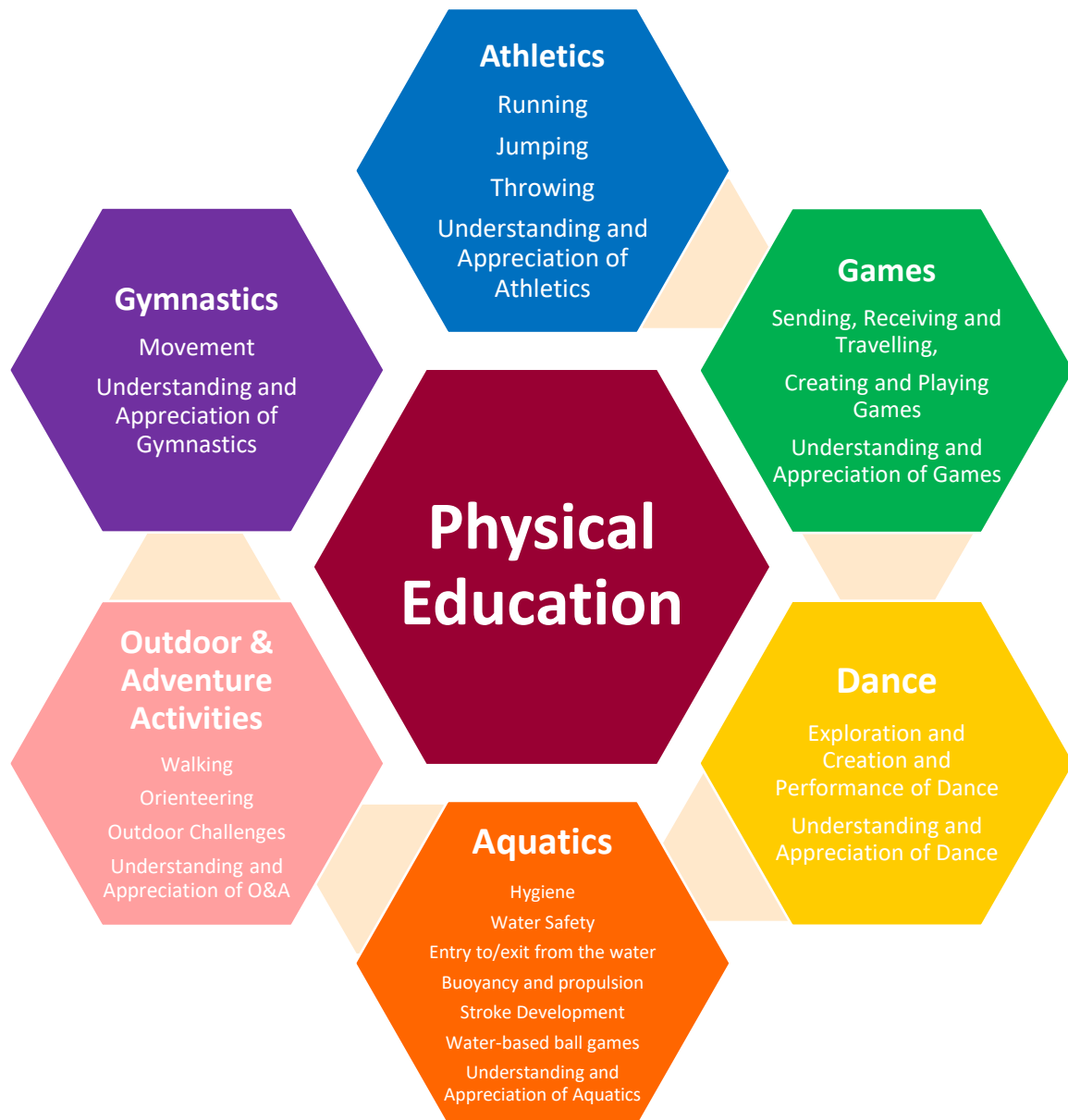
Development of health-related fitness

- maintain and enhance health-related fitness through vigorous physical activity that helps to promote a healthy life-style
- understand and practise good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

Development of safety

- adopt safe practices in all physical activities

Curriculum Planning for Physical Education



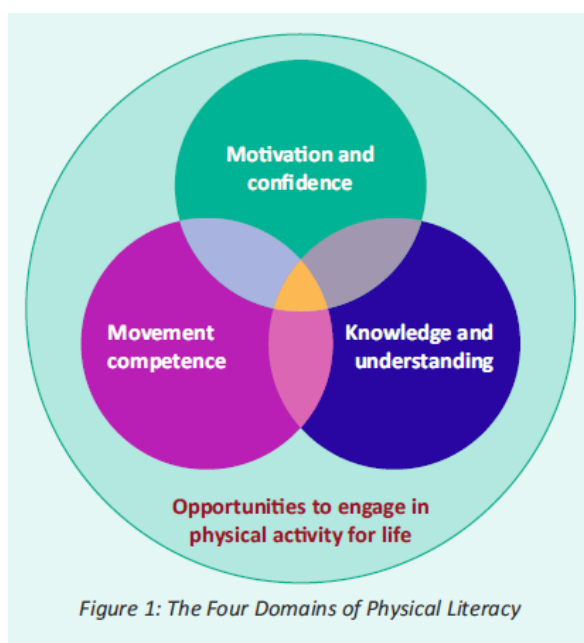
The PE curriculum is organised into the six strands shown above. These strands and strand units can be found on the following pages of the [Physical Education Curriculum](#)

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

In planning for teaching PE, teachers will be guided by the [PE Curriculum Teacher Guidelines](#) and will also use the PE lesson plans prepared by the Primary School Sports Initiative - [PSSI Lesson Plans](#) and the PDST [Move Well, Move Often Physical Literacy Resource](#).

Developing the Physically Literate pupil in Physical Education

We use the **Move Well, Move Often** resource to support the teaching of Physical Literacy in Baltydaniel NS. Physical literacy is the underlying goal of all physical activity. Physical literacy addresses the whole child and respects each pupil as an individual. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey. Physical literacy includes four essential and interconnected elements whose relative importance may change throughout life: Movement Competence, Motivation and Confidence, Knowledge and Understanding, and Opportunities to engage in physical activity for life.



Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success. To become physically literate, pupils need to master fundamental movement skills (FMS) through a series of developmental stages. FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours.

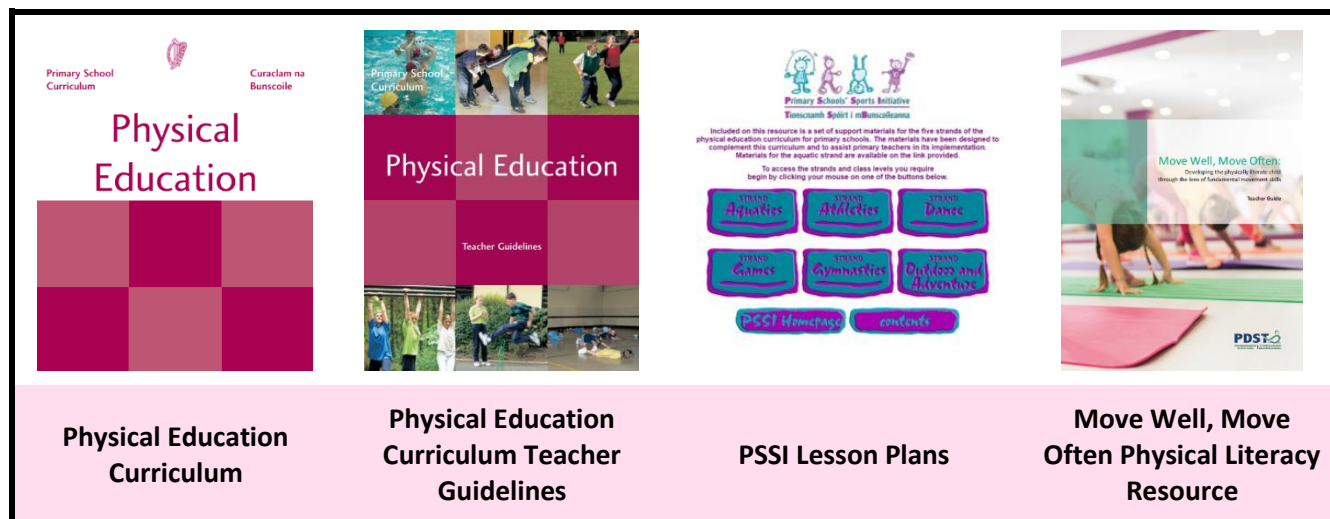
Fundamental Movement Skills

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none"> • Walking • Running • Hopping • Skipping • Jumping for height • Jumping for distance • Dodging • Side stepping 	<ul style="list-style-type: none"> • Balancing • Landing 	<ul style="list-style-type: none"> • Catching • Throwing • Kicking • Striking with the hand • Striking with an implement

In Baltydaniel N.S., we recognise that it is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Our whole school plan for PE reflects this approach. We are currently engaging with the PDST in-school support service in the area of Physical Literacy in developing a whole school approach to developing fundamental movement skills in physical education.

Resources for Teaching Physical Education

Teachers in Baltydaniel N.S. will utilise the following core resources to support planning for and teaching a broad and balanced programme of Physical Education:



The role of the teacher is to

- Help each child to develop a positive self-image and sense of fair play and cooperate with others,
- Ensure that the child experiences a variety of vigorous and challenging activities,
- Foster a stimulating and secure environment in which the child can be creative and imaginative,
- Link physical education activities with other curricular areas when appropriate,
- Evaluate the programme and assess the progress of each child,
- Provide information to parents, in line with school policy, about the class programme for physical education,
- Have due regard for safety by ensuring that each child adopts safe practices.
- Teachers will devise a balanced programme in line with this plan which meets the needs of each child in their class. Where possible, children will have experience the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities. Aquatics will be provided for a six week block for all classes each year.

Continuity and Progression

Teachers will ensure there is continuity and progression from class to class by

- Utilising appropriate warm-up activities relative to each class level.
- Following the structure of the PSSI lesson plans.
- Recording the content covered at each level in each strand (Cúntas Míósúil)

Approaches and Methodologies

Teachers will use a combination of the following teaching approaches:

- Direct teaching approach
- Guided discovery approach
- Integration

Teachers will use methodologies that encourage maximum participation by the child such as individual, pair, group and team work, station teaching or using a play area divided into grids.

Structure of a PE lesson

- **Warm Up**
- 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 a specific skill and to enable the children experience a variety of activities in the PE lesson. We will divide play area into grids to allow for small group activity and all children will be involved.

- **Cool Down**

Children with Different Needs

In Baltydaniel N.S., we recognise that physical education is important in the curriculum for students with Special Educational Needs and disabilities. Pupils with special educational needs or disabilities depend on teachers to manage their learning and to provide support. In Baltydaniel NS, inclusive PE ensures that all pupils experience a sense of belonging during the lesson. This includes feeling respected, valued for who you are, and feeling a level of supportive energy and commitment from others. It is important to create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others, so that they will, in the future, approach activity as a means of socialisation and integration in the community.

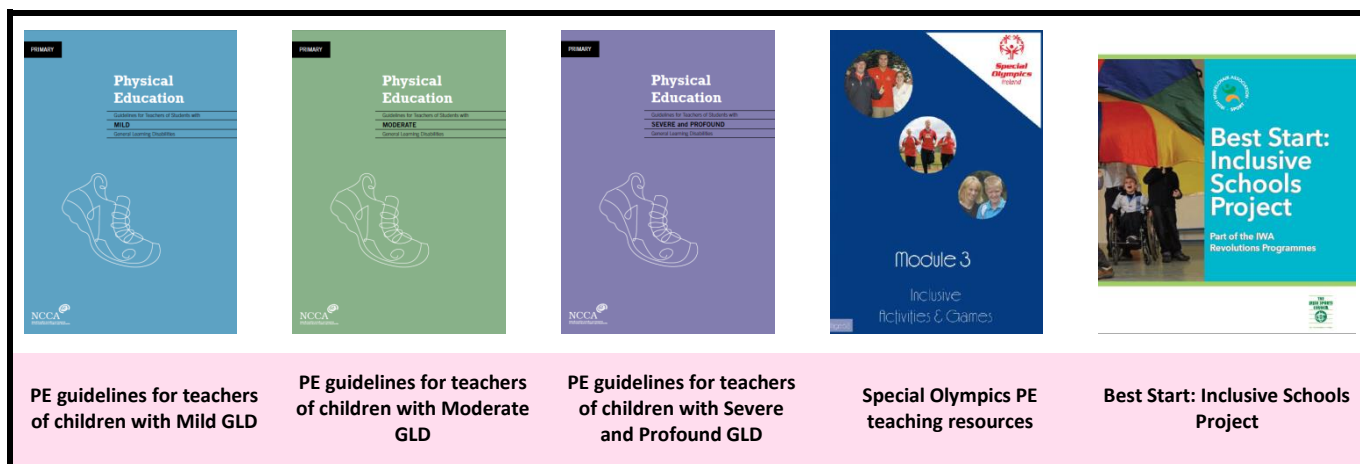
Many children with SEN experience difficulty with basic coordination, balance, left and right orientation, rhythm, and spatial and body awareness. These skills can be addressed and improved through physical education. As it is a practical subject, it is particularly suited to the learning styles of many students with general learning disabilities. Students who experience difficulties and frustration in academic areas of their school life can enjoy and acquire personal achievement and satisfaction in the physical education curriculum. Physical education is a student-centered curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others.

Physical education can enable students with general learning disabilities to acquire and enjoy many physical skills during their school life, and so widen the possibilities for recreation and socialization in their adult lives. It provides the student with an avenue to enjoy life and social interaction. All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will provide encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels. Teachers will endeavour to support and ensure the participation of children with Special Educational Needs and disabilities through an inclusive approach to planning for PE.

In order to make our PE curriculum inclusive and accessible, the following ideas may be considered when planning for inclusion of students with disabilities and Special Educational Needs:

- Skills, concepts and activities will need to be redefined and broken down into progressive stages to meet the varying abilities of these students.
- Learning expectations should be reasonable in meeting the balance between familiar and unfamiliar skills and activities.
- Realistic targets should be set, appropriate activities and equipment should be chosen, and sufficient time should be given to bridge the gap between applying familiar skills and learning and applying new skills and concepts.
- Positive reinforcement should be given frequently, the ability of the students should be emphasised, and appropriate activities should be provided in order to improve the self-esteem and confidence of these students.

The following support materials will assist teachers in planning for children with SEN and disabilities:



All pupils exhibit a wide range of abilities in the area of PE. Some may be talented, some may be gifted, while others show significant needs and require guidance through a progressive and systematic approach to their participation and learning. In planning for teaching this subject area, it is important to keep in mind the following key issues and learning difficulties that pupils may have.

POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES

Potential area of difficulty	Implications for learning	Possible Strategies
<ul style="list-style-type: none"> • fitness levels 	It may be necessary to set targets to improve fitness.	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • listening and responding 	The student may have difficulty with short-term memory and concentration span.	<ul style="list-style-type: none"> • 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 instruction regularly
<ul style="list-style-type: none"> • co-ordination and balance 	The student may have difficulties in fine and gross motor skills in all strand areas.	<ul style="list-style-type: none"> • teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing. • give good visual demonstrations • reaffirm good examples and practices • use additional 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
<ul style="list-style-type: none"> • spatial and body awareness 	There may be safety issues for students engaging in movement exercises.	<ul style="list-style-type: none"> • provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g make a shape with the upper part of the body
<ul style="list-style-type: none"> • left-right orientation 	It may be necessary to include regular exercises with these movements.	<ul style="list-style-type: none"> • include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O’Grady says; Follow the leader • include exercises with equipment using both sides of the body
<ul style="list-style-type: none"> • behavior 	This will necessitate the smooth progression of lesson structure with clear	<ul style="list-style-type: none"> • establish routine format for class and the expectations of desired behaviours • ensure that the student is suitably placed in the class for optimum learning

	instructions.	<ul style="list-style-type: none"> • check 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
<ul style="list-style-type: none"> • Social integration. 	<p>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.</p>	<ul style="list-style-type: none"> • group student(s) appropriately • use co-operative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with students' ability level • set reasonable targets for co-operative activities (individual and group).

Exceptionally Able Children

Children with exceptional ability or talent for PE will be encouraged and supported by acknowledging their talents and creating additional challenges for these children in the strands of the PE curriculum they excel in. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged to maximise their talent by forging links with local clubs (if links have not been established already) so the child(ren) can progress their talent to a higher level. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

We will refer to the PE checklist in the NCCA Draft Guidelines for Exceptionally Able Students to identify children who have a special ability or talent for PE:

Physical Education	
Specific sports and physical activities require differentiated and detailed checklists. Exceptionally able students:	
use the body with confidence in differentiated, expressive and imaginative ways	are able to adapt, anticipate and make decisions
have a good sense of shape, space, direction and timing	have a good control of gross and fine body movements and can handle objects skilfully
produce a seamless fluency of movement with an intuitive feel for elegant movement	show high level of understanding of principles of health-related exercise and their application in a variety of activities
are able to use technical terms effectively, accurately and fluently	are able to perform advanced skills and techniques and transfer skills between activities
are able to analyse and evaluate their own and others' work using results to effect improvement	take the initiative, demonstrating leadership and independence of thought

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 attitude to activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks
- Children's PE journal

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.

- **Assessment for learning** to provide feedback to children, improve learning and inform practice
- **Assessment of learning** which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.
- **Assessment as 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. The school will use a PE Journal to guide Self Assessment. Teachers will refer to the PDST teacher checklists, peer observation checklist and Individual Assessment Profiles from the Move Well Move Often website and resource pack, see link for details <https://www.scoilnet.ie/pdst/physlit/assessment/>

Assessment information is shared with parents at Parent Teacher meetings and in end-of-year school reports. The school will communicate home school link emails as well as take home activities and PE homework. If concerns are noted during the year parents may be contacted. Information is shared between teachers during the year as need arises and in particular in the case of formulating Individual Education Plans for children with special needs.

Equality of Participation and Access

- We will endeavour to ensure that all children from infants to sixth class will partake in all six strands of the curriculum during their primary education. Aquatics will be provided for a six week block for all classes each year.
- We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme. Our yard is divided into two sections for safety reasons. One part is for juniors to 2nd class and the other section is used by 3rd to 6th class. Each class from 1st to 6th class will each get their own day of the week for playing basketball and soccer in the yard and field during break and lunch times.
- When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
- As a staff we will help children to build positive attitudes towards all activities.
- We will take into account the needs of girls and boys when promoting the health related fitness of children.
- We will enter both boys and girls teams in inter-school competitions and where necessary (if we have insufficient numbers) we will take the opportunity to enter mixed teams.

- We will endeavour to celebrate multiculturalism through PE whenever possible, e.g. through including a variety of different types of Folk Dance or Games from other countries, from time to time.
- **Swimming Gala Trials:** Swimming trials take place on a selected date and time chosen by Mrs. NK O'Brien, our PE coordinator. Outcomes of these trials are the only results considered for the particular sporting events. School management may need to change the dates of the trials due to unforeseen circumstances, eg. weather or other school activities.
- **Cork City Sports Trials:** All children under seven will run off a race. Junior and senior infant teachers will explain clearly to the children that the pre trials are not the final results. The first race is a practice run. If a child falls in the actual run, the race will be run once more. If the result is unclear or there is a tie breaker the race will be ran again.
- All children are encouraged to participate in school team sports. Selection of school teams are decided by the PE coordinator and teachers. While it is hoped that all children would get to participate, the management team will consider the following when selecting the team. This includes participation and interest shown at training sessions, level of ability and previous performances.
- Baltydaniel NS will send a representative to the Primary School Games if the coach and PE coordinator feel a child has the required skills and ability to meet the standard of this competition. Criteria for selection are based on performance at matches and school training. The decision for selection by the school management is final.
- Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. P.E. provides great opportunities for this integration
- The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances which are an integral part of our Irish culture.
- Large sporting events such as the Olympics, World Cup, Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.
- Introduction of games from different countries, yet at the same time the school will acknowledge the special place that Gaelic Games holds in our culture. Gaelic Games should be given particular consideration as part of the Games programme

In Baltydaniel, Mr. Lane will provide after school training in football and hurling for 4th – 6th class throughout the year. Competitions such as the INTO Mini Sevens, the North Cork Indoor Hurling, the Sciath na Scol Football and Hurling for both boys and girls will be entered every year to promote Gaelic Games in our school.

- We will provide for and include:
- Children experiencing any form of disadvantage.
- Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

Linkage and Integration

Many of the broad objectives of PE, such as the development of self-esteem, confidence, cooperation and spatial awareness, are shared with other curricular subjects. Within PE, it is through learning opportunities provided in the various aspects of movement that these objectives can be achieved. The transfer and reinforcement of learning from other areas of the curriculum can be achieved when PE is integrated with other subjects. This approach can be particularly effective in meeting the needs of pupils with individual and varied learning styles, and enables pupils to appreciate how physical literacy is an integral part of all our lives.

- Linkage can take place within the physical education curriculum, because many activities transcend strands and are of benefit to the child irrespective of the strands or subjects being covered. Within the content 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. Mathematical concepts in fifth and sixth class can be developed with the theme of symmetry and asymmetry in the PE class.

Language

The effective use of questioning from the teacher will develop the vocabulary associated with physical education. Allowing the children to analyse and describe their own performance will allow them understand and appreciate their learning in physical education.

Content and Language Integrated Learning (CLIL)

Content and language integrated learning (CLIL) is an approach to language learning where the target language is used as the medium to teach both content and language. This process enables the attainment of both content objectives and language objectives in the same lesson. CLIL is internationally recognised as a successful approach to language teaching and learning and offers a particularly favourable approach for the teaching of Irish in primary schools. It provides opportunities for integrating Irish across the curriculum in an active and meaningful way. PE is an appropriate subject for CLIL because it offers opportunities for discussion and active engagement by pupils in groups. This may involve pupils naturally conversing with each other, solving a problem together, conveying meaning or making a point to a peer. While the pupils will learn specific PE terminology in Irish, they will also learn to communicate and operate through Irish in that subject. The teacher uses language in the PE lesson to question, to direct, to explain, to suggest, to prompt and to stimulate the pupil to think. In turn, the pupil is encouraged to respond by describing, discussing, speculating, explaining and expressing ideas and reactions. A whole-school approach to CLIL will enable pupils to develop a rich and varied understanding of the language of Physical Education and movement experiences across all class levels in a developmentally appropriate manner. The CLIL approach is recommended in the Primary Language Curriculum and further support material on using CLIL is available in the Primary Language Toolkit, at www.curriculumonline.ie.

Organisational Planning

In this school all classes will timetable two 30 minute physical education lessons per week. Below is the grid used for all classes.

	September	October	November	December
Term 1	 GAMES	 ATHLETICS	 DANCE	 DANCE
	Dodging	Running	Skipping	Balancing
	January	February	March	
Term 2	 GYMNASTICS	 GYMNASTICS	 GAMES	
	Jumping for Height	Landing	Catching	
	April	May	June	Subject to pool timetabling per class
Term 3	 OUTDOOR & ADVENTURE	 OUTDOOR & ADVENTURE	 ATHLETICS	 AQUATICS
	Walking	Hopping	Throwing	Jumping for Distance

Note: The 15 fundamental movement skills will be covered over a two year period.

Discretionary curriculum time 'affords the teacher and the school the flexibility to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the children it serves. It can be allocated, at the teacher's and at the school's discretion, to any of the six curriculum areas²⁷ – PE being one of the curricular areas.

This school will use its discretionary time for the 6 weeks of the pool based activities undertaken to facilitate the Aquatics programme in the school in order to cover the time travelling to and from the pool.

Active School

Baltydaniel NS is an Active School. The Active School Flag (ASF) is a Department of Education and Skills initiative supported by Healthy Ireland. The ASF is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often. In order to achieve the ASF, we began the process by self-evaluating our current provision across three areas: Physical Education, Physical Activity and Partnerships. We were awarded the ASF in 2013. The flag remains valid for a period of 3 years after which time we will be invited to re-apply. We are currently renewing our ASF.

- Each year, Baltydaniel NS will facilitate an Active School Week whereby the discretionary curriculum time for the period in question is used to promote physical activity for all children in the school encompassing as many of the strands of the PE curriculum as possible. This will take place in May/June. In addition to PE we prioritise physical activity throughout the day during Active Schools Week. We will organise a fun soccer tournament for 1st to 6th class on the run up to Active Week. The fun soccer finals will be held during Active Week. We will also hold a sports quiz for the junior and senior side of the school. We decided as a school that Active School Week will take place during the month of June each year. This is due to better weather conditions for outdoor activities. See updated timetable in appendix 1.

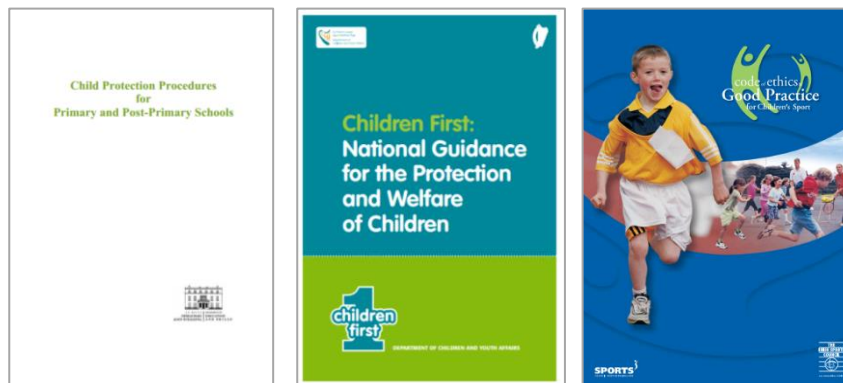
Organisational Tips for PE

- Establish clear rules, routines and expectations for PE class.
- Establish a clear signal for drawing the pupils into a group for the purpose of direct instruction, and use this signal consistently.
- Structure lessons that foster success. Select inclusive activities that meet the needs of all pupils.
- Provide consistent encouragement, effective feedback and reinforcement.
- Take care to ensure maximum time for participation in physical activity within the lesson.
- Maximise participation by avoiding exclusion and knockout games.
- Avoid activities with long wait times. Consider setting up two of the same activity if space allows.
- Lessons should allow progression from initial work undertaken individually to work with a partner and work as a member of a small group.
- Provide opportunities for pupils to work in groups to enhance cooperation in preparation for the development of team play in games situations.
- Strike a balance between competitive and cooperative activities. The focus should be on participation.
- Small sided games and mini versions of games with modified rules are suitable for PE lessons.
- Encourage pupils to create their own games and modified activities.
- Consider availability of space, resources and support personnel when planning for grouping of pupils.
- Discuss opportunities to practise what is learned in PE beyond the classroom.
- Invite pupils that can exhibit good technique to showcase the skill for the rest of the class.
- Provide opportunities for the pupils to begin practising immediately after viewing a demonstration.
- When addressing the class, line pupils up along a wall or in a tight huddle. If the PE lesson is taking place outdoors, speak to the pupils with your back to the wind.
- Use a variety of teaching methods and approaches.
- Mix boys and girls.
- Vary the way groups are arranged and teams are picked (see suggestions below).

Code of Ethics

(Refer to school's Child Protection Policy based on the Department of Education and Science guidelines accompanying the 'Children First' guidelines).

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their PE class, they will be used to support the class teacher in the implementation of some of the PE curriculum strands in the school. They will not replace the class teacher and ultimate responsibility for the class lies with the class teacher. The class teacher will in turn support the coach on certain occasions when this will lead to maximum benefit for the children in the class.
- Any coaches working in the school context should undergo Garda Vetting and will be expected to adhere to the Code of Ethics of Irish Sport, produced 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 carried out in the context of respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of 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' (2011) produced for all personnel working with children.



After School Activities

After school training is organised in the school. Boys and girls from 4th to 6th class can go to football training on Monday afternoons with Mr. Lane. Football training usually occurs during September to November. Hurling training is normally in the months of February, March and April. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principles of the P.E. curriculum of the school as follows:

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

Competitions/Leagues/Games the school will enter:

- Cork City Sports (Athletics)
- Mallow Swimming Gala
- Sciath na Scol Indoor Hurling Competitions
- Sciath na Scol Football League
- Sciath na Scol Hurling League
- INTO Mini Sevens Hurling and Football competitions
- One Day Camogie/ Hurling Blitzes
- Buttevant soccer tournament (once a year)
- Orienteering in Doneraile Park (once a year)

Note: The extra-curricular programme that involves competitive activities will always reflect the aims and objectives of the PE curriculum.

PE Equipment and ICT (Refer to pp. 104-105 Teacher Guidelines)

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the post holder N. Karen O' Brien, for PE and is checked and updated at the beginning and end of each school year. It can be seen in our PE folder in dropbox.
- The equipment is stored in our PE store room in the school. Each teacher has the responsibility to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported to the post holder as soon as possible. The post holder will inspect the room once a month.
- 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 (informed by the PE post-holder) will sanction a budget for updating PE equipment annually - subject to funds being available, (approx. €500). The principal may also request additional funds from the Parents Association.
- In order to ensure a PE rich environment, the school will have a dedicated sports noticeboard and school website with a link for Active School where school and local sporting events will be advertised. The use of pictures and videos will be vital in recording PE activities. The display of these pictures on the sports noticeboard and school website will give an opportunity to children to see themselves and others in action.

ICT (Refer to p. 101 Teacher Guidelines)

- In order to ensure a PE rich environment, the school will have a dedicated PE information board where school and local events will be advertised. The use of the school's digital camera will be vital in recording PE activities. The display of these pictures on the notice board will give an opportunity to children to see themselves and others in action.
- The use of the digital camera as a diagnostic tool for teacher is extremely valuable as children can view their own performances while still involved in a PE lesson. They can make immediate changes to the quality of their movements which in turn will enable them assess themselves in a more meaningful way. *For example, this is particularly true when investigating the theme of balance in the gymnastics strand.* Use will also be made of a digital video camera from time to time to enable children view their performance of certain activities in the PE classroom. The teachers will initiate discussion of same with the pupils and field any questions the child may have as to how the quality of their performance could be enhanced.
- Microsoft Office, Ipad, Publishing Software will be necessary in the school and most of the software is loaded on the school computers.

- 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 prior to children being referred to them and much of the websites will be visited by the teacher and shown to the children through a data projector.

Health and Safety (*Refer to schools Health and Safety Policy*)

Issues identified as being 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, supervision, activities involving the whole school yard, procedures for dealing with accidents ...etc

It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards they cannot remove all risks due to the physical nature of the subject. When engaging children in PE all members of staff will ensure that the following safety aspects will be taken into consideration

- All children have to wear suitable footwear and clothing during a PE lesson.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all PE equipment safely.
- In all PE lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.
- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the PE lesson
- Children will not be forced to do activities they are not physically or psychologically ready for.
- There will be at least one person on staff with a current First Aid qualification and the BOM will fund the course fees. The First Aid Kit is kept in a press in the hall and is restocked regularly with items only recommended by First Aid personnel. A second portable kit is also available when children are participating in PE outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. These are then transferred to a central file on our Aladdin software system and teachers are made aware of any cases they need to be vigilant of. Their parents/guardians will be contacted in emergency situations and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed leaflets are made available to all staff on specific conditions such as asthma, diabetes and allergic reactions etc.
- The whole staff has undergone a general health and safety course October 2015.

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

Teachers will plan based on the strands and the specific Fundamental Movement Skill as outlined on the yearly timetable. Teachers will select one/two teaching points each week to encourage fundamental movement skill proficiency based on the class level. External providers will be made aware of the FMS to enhance the children's learning.

The Cuntas Miosúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual cuntas miosúil have been evaluated it should be obvious to the staff which elements of the curriculum were being implemented.

Staff Development

N. Karen O'Brien will take responsibility for monitoring developments in PE, current research, reference books, resource materials and websites dealing with PE. www.pcsp.ie, www.irishprimarype.com, www.activeschoolflag.ie and www.pdst.ie have definite links to the curriculum and PE in Ireland. The school has a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum and we endeavour to build on it. An inventory of organisations can be found on the Active School website. The resource library will be updated regularly by the post-holder and the Principal.

N. Karen O'Brien attended the Move Well Move Often Seminar Day 1 and Active Flag Training in Term 1 2017. The school has received the Move Well Move Often resource pack and it is distributed among the teachers to share. The school is in the process of sustained support from a PDST PE Advisor from Mr. Niall O Mahony. The following is a plan of work with Niall for 2017/18.

GROW Model

Baltydaniel N.S. Sustained School Support

What is the goal?
Dance in classroom setting Gymnastics in classroom setting Outdoor and Adventure Physical Literacy
What is the reality? What is currently happening?
Creative Dance: weak O&A: limited to trails Gymnastics: weak in a classroom setting
What are the options? What could you do to improve the situation?
Creative Dance: Lesson modelling 1 st & 4 th Gymnastics: Lesson modelling S.I. & 3 rd O&A: Lesson modelling 2 nd & 6 th Croke Park Hour: Physical Literacy
What are you going to do? Does this action meet your goal? What support do you need?

Date	Area	Class
7th December 10:00-14:45	Creative Dance: Lesson modelling	1 st & 4 th
25th January 11:00-15:45	Gymnastics: Lesson modelling Croke Park Hour: Physical Literacy	S.I. & 3 rd All staff
22nd February 10:00- 14:45	Outdoor & Adventure: Lesson modelling	2 nd & 6 th
15th March 10:00 – 14:45	Review & Physical Literacy	

If the need arises, we will ask the Cork/Limerick Education Centre if they can organise a course on a particular area of PE we think we need more training on. The staff members attending extra courses will be encouraged to share their new ideas with the rest of the staff. Like all other areas of the curriculum, time is allocated at each staff meeting for regular updates to all staff on the different areas and initiatives that are taking place inside and outside school eg: Active School Programme.

Teachers can benefit from their interaction with the local sports coaches e.g. G.A.A. who provide coaching in the locality. Any coaches invited into the school will be there to support the teacher with a view to promoting good practice.

Parental Involvement

(Refer to Primary School Curriculum, Your child's learning, Guidelines for Parents)

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

In order to implement certain aspects of the PE curriculum and to partake in school sport, we may need the assistance of parents in a supervisory capacity, transporting children to sporting events eg: GAA matches and Swimming Gala and helping with supervision etc. Staff are not permitted to transport children to any sporting events. Support for PE homework is also encouraged.

Community Links

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. We link with the community whenever possible. 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 notable victory, they will be invited in to the school to share the victory with the local children. Also when Cork are playing in the football and/or hurling Championship, we will hold a red and white day in celebration where children will be encouraged to dress up in their Cork colours. The school will also be decorated with flags, bunting and children's art work.

Review

Roles and Responsibilities

N. Karen O'Brien 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 September as the school year nears an end and we can reflect meaningfully on how well the PE programme has been taught and received in the school. The following will be consulted in appraising the PE plan

- ★ Teachers
- ★ Pupils
- ★ Parents
- ★ Post holders
- ★ BOM/DES Inspectorate

Ratification and Communication

The PE plan has been ratified by the Board of Management and parents can inspect the plan by appointment in the school office. This PE Policy was reviewed and updated in September 2017, amendments have been made in consultation with the staff. It will be reviewed in September 2018.