

# Physical Education Plan - Kingsland NS

## **Introductory Statement**

This PE plan was formulated by the staff of Kingsland National school on a planning day, after the in-service day 2, 2005.

The plan was review in 2009 with a special focus on SEN provision and on replenishing the equipment and resources in the school.

March 2017 – whole school review of PE plan.

## **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<sup>1</sup>.

We aim to provide a broad and balanced PE programme in our school.

This plan will guide staff in the planning for and teaching of PE.

## **Vision**

We seek to assist the children in our school in achieving their potential through the opportunities they receive for positive physical development, also to promote the health and wellbeing of each child.

## **Aims**

We endorse the aims of the [Primary School Curriculum for PE](#)<sup>2</sup>

- 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.

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<sup>1</sup> Page 2, PE Curriculum, 1999

<sup>2</sup> Page 10, PE Curriculum, 1999

## **Curriculum Content**

### **1. Strands and strand units**

The teachers are familiar with the strands/strand units/content objectives for their classes. (See Appendix 1)

### **2. Approaches and methodologies**

We will use a combination of the following approaches:

- Direct teaching approach<sup>3</sup>
- Guided discovery approach<sup>4</sup>
- Integration<sup>5</sup>

Maximum participation will be encouraged at all times.

### **3. Assessment and record keeping**

The teachers will assess the children by observation and through teacher designed tasks. We will assess their

- 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
- The BLEEP test will be used in the senior room once each term.

### **4. Multi-class teaching**

- The work will be grouped as follows:  
Jnr Infants – 2<sup>nd</sup> Class  
3<sup>rd</sup> to 6<sup>th</sup> class.
- Children with specific skills developed in their club activities outside of school i.e. Gymnastics will be utilised to demonstrate and for partner/small group work.
- When possible, support personnel provided by sports or dance organisations may be used to help with group teaching.

### **5. 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 and by working closely with OT and Physio on implementing a suitable programme.
- Children with behaviour difficulties will be encouraged to participate in group work.

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<sup>3</sup> Page 43, PE Teacher Guidelines

<sup>4</sup> Pages 43,44, PE Teacher Guidelines

<sup>5</sup> Page 45, PE Teacher Guidelines

- Children with exceptional ability/talent for PE will be encouraged and supported by acknowledging their talents and creating additional challenges for these children.
- All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will also give 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
- The resource teacher will work on PE related tasks and the SNA will support children during PE lessons.

## **6. Equality of participation and access**

The school promotes equal opportunities for boys and girls to participate in all classes and all activities.

## **7. Linkage and integration**

- Games taught during PE lessons Children are encouraged to be play at break times the games taught during PE lessons. Older children teach the younger children tradition playground games and activities.
- Samples of opportunities for intergration:  
Teanga - Gaeilge in usáid nuair atá na damhsaí Gaelach á múineadh.  
Geography – Map work in Orienteering  
Music – responding to music in Dance and Gymnastics
- SPHE forms a major part of the PE scheme of work – co-operative games, water and road safety, health related fitness etc
- Oral Language – vocabulary and understanding will be essential to all activities.

## **Organisational Planning**

## **8. Timetable**

One hour per week will be the minimum each class receives.

Aquatics will be a seven week block for the whole school.

Junior room will have 2 half hour lessons except for aquatics.

Each strand will be taught in blocks of time throughout the year – see grid in Appendix.

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## **9. Code of ethics**

- The school has a Child Protection policy and will be adhered to in delivering of the PE curriculum.
- All coaches and parents who help out with teams are informed of the code of practice and work in line with the schools PE plan.

view children's PE activities and encourage them to participate.

#### **10. PE equipment**

- Our school has a detailed inventory of equipment available for PE. The equipment is stored in the GP room. Children are encouraged to mind the equipment and new items are purchased as required.
- PE equipment such as skipping ropes, handballs, hoops etc are given out at the end of the year as special achievement awards and prizes for good behaviour.

#### **11. Health and safety**

Refer to our school health & safety policy, good practice to be used at all times.

#### **12. Individual teachers' planning and reporting**

- The whole school plan and the curriculum documents for PE will inform teachers planning.
- PSSI lesson plans and school PE folder are referred to regularly for lesson ideas.
- Buntús cards and Be Active ASAP folder are used as required.
- Teachers will keep record of lesson in monthly scheme.

#### **14. Parental involvement**

- Parents are encouraged to become involved in games and activities and to encourage their children to do the same.
- We aim to increase this in Oct 2017 by running the Be Active ASAP after school programme and through the Active Schools process. The module will last for 4 weeks, run by the teachers for 2<sup>nd</sup> and 3<sup>rd</sup> class pupils after school until 4pm. One day per week.

#### **15. Community links**

- The school welcome coaches and parents who have a particular skill in any of the strands of PE to share their expertise with us and the children.
- We utilise the local amenities as best we can to enrich our PE provision – GAA pitch, Roscommon pool, Boyle forest park etc.

### **Plan Implementation**

The following criteria will be used to judge the successful implementation of this plan:

#### **Success criteria**

- To actively achieve our aims
- Teachers planning – lesson content
- Are the children being enabled to take an active role in their physical development

- Language use
- Good co-operation and communication
- Maximum participation ensured in all classes
- All round development of the child being fulfilled

### **Roles and Responsibilities**

- Shared responsibility:  
Physical Education does not begin and end in school. Parents and the local community have a part to play. A PE programme is most effective when it is based on a consistency in approach and where responsibility is shared by parents, teachers, Board of management, health professionals and relevant member of the community.
- Teachers will implement the plan.

### **Review Timeframe**

- Regular informal reviews will be carried out to see if the goals set out in the plan are been achieved.
- Next whole school plan review 2020.

### **Ratification and Communication**

Ratified by the Board of Management and parents can view the plan in the school office.

Signed: \_\_\_\_\_

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