



Knockanes National School
Physical Education Plan

INTRODUCTORY STATEMENT AND RATIONALE

A. Introductory Statement

We in Knockanes N.S. understand that 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.

- This Policy Statement is a record of practice in Knockanes N.S. regarding the teaching and learning of Physical Education (P.E). This Policy Statement was reviewed by the staff in November 2017. It was subsequently reviewed and approved at the Staff Meeting held in December 2017. The Policy Statement was subsequently reviewed and ratified by the Board of Management at its Meeting on 13th July 2020
- The Policy Statement is guided by the curriculum documents produced and published by the Department of Education and Skills (1999) and ‘*Move Well, Move Often; developing the physically literate child through the lens of fundamental movement skills*’, (PDST 2017)
- This Policy Statement is produced in order to fulfil the obligations placed on the BOM regarding the development of a School Plan as outlined in the Education Act (1998)

B. Rationale

Physical Education provides children with learning opportunities through the **medium of movement** and contributes to their overall development by helping them to lead full, active and healthy lives. We aim to provide optimum learning opportunities for the children in our school by maximising active learning experiences and approaches which benefit each individual child.

- To review the existing Policy Statement and Plan for P.E.
- To guide teachers in their individual planning for P.E. by putting in place a structured approach regarding the content and methodologies for the teaching of P.E. in Knockanes N.S.

Vision and Aims

Knockanes N.S. recognises that P.E. education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. We also seek to develop the child's physical, aesthetic, intellectual, emotional, creative and cultural development through engagement in positive P.E. experiences.

Key Messages

- Physical education is for all students and all teachers
- 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
- Equal opportunities will be given to all children regardless of gender, ethnic background, and socio-economic status across all strands and activities.

Aims

Knockanes N.S. endorses 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.

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

¹ Page 10, PE Curriculum, 1999

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

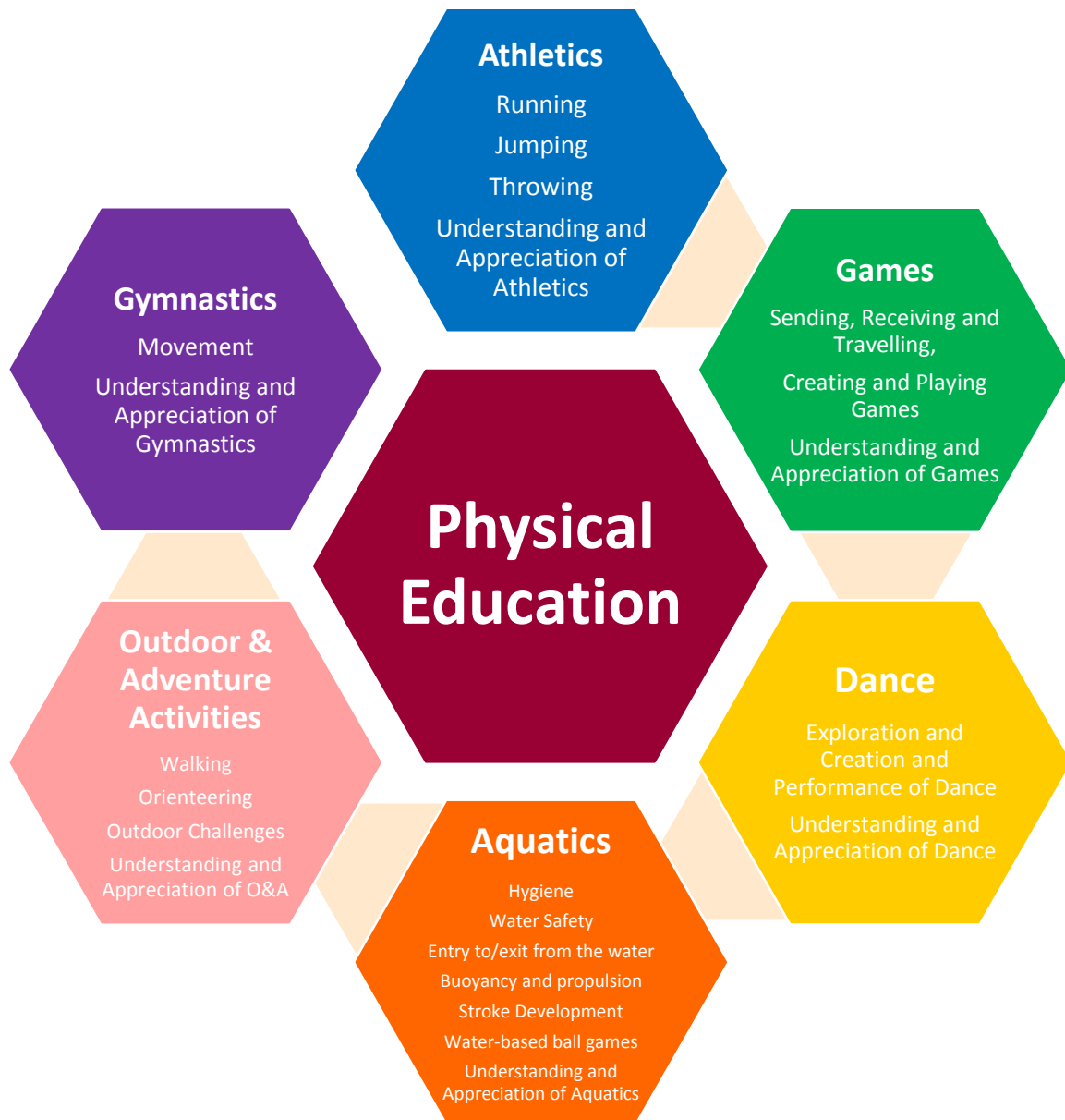
- maintain and enhance health-related fitness through vigorous physical activity that helps to promote a healthy life-style
- understand and practice good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

Development of safety

- adopt safe practices in all physical activities

We are particularly committed to inclusion and aim to meet the needs of children with disabilities and S.E.N.

Curriculum Planning for Physical Education



Notes on Gymnastics & Aquatics

Every effort will be made to find suitable accommodation within the school building to enable the pupils participation in Gymnastics with due consideration being given to the school's Health and Safety Policy, organisational issues and timetabling.

Pupils from First to Sixth take part in swimming lessons in a pool in Killarney on an annual basis with due consideration of our Child Protection Policy, our Health and Safety Policy, cost, timetabling and any other organisational issues.

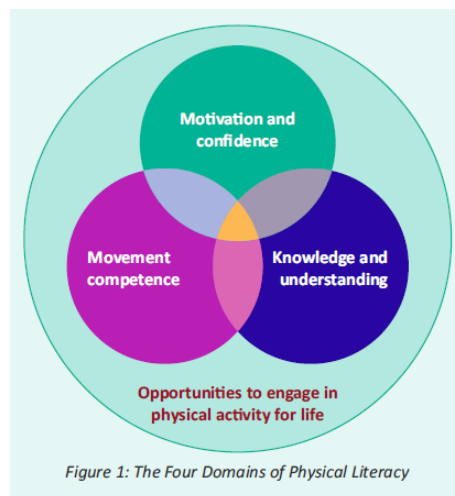
The PE curriculum is organised into the six strands shown above. These strands and strand units can be found on the following pages of the [Physical Education Curriculum](#)

- ★ 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 Knockanes N.S. 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.

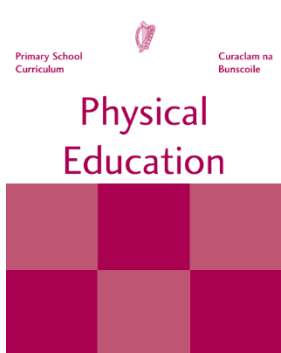
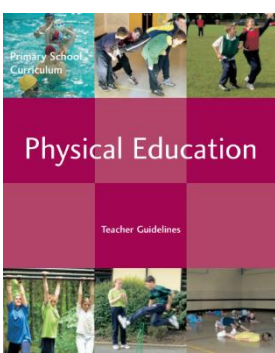


Fundamental Movement Skills

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 Knockanes NS, 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 have developed a whole school approach to developing fundamental movement skills in physical education in consultation with the PDST support service. This forms part of our 3-year Plean Scoile.

Resources for Teaching Physical Education

Teachers in Knockanes NS will utilise the following core resources to support planning for and teaching a broad and balanced programme of Physical Education:

 <p>Primary School Curriculum Curaclam na Bunscoile</p> <p>Physical Education</p>	 <p>Primary School Curriculum</p> <p>Physical Education</p> <p>Teacher Guidelines</p>	 <p>Primary Schools' Sports Initiative</p> <p>PSSI Lesson Plans</p>	 <p>Move Well, Move Often</p> <p>Developing the physically literate child through the lens of fundamental movement skills</p> <p>Teacher Guide</p> <p>PDST</p>
Physical Education Curriculum	Physical Education Curriculum Teacher Guidelines	PSSI Lesson Plans	Move Well, Move Often Physical Literacy Resource

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 is provided every year for classes first to sixth.](#)

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)
- Planning for and Assessing in PE in a collaborative and progressive manner.

Approaches and Methodologies:

(Refer to teacher guidelines 42-101)

A combination of the following approaches will be used.

- Direct teaching approach p. 43
- Guided discovery approach pp. 43-44
- Integration pp. 45-49

Methods that encourage maximum participation by the child through group work will be used.

- Individual, pair, group and team play p. 51
- Station teaching pp. 51-53
- Using a play area divided into grids p. 54

Children with Different Needs

In Knockanes NS, 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 Knockanes 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.

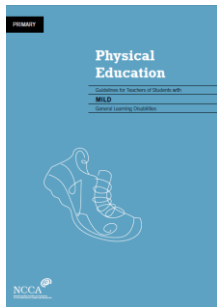
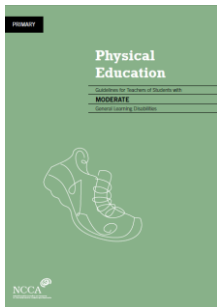
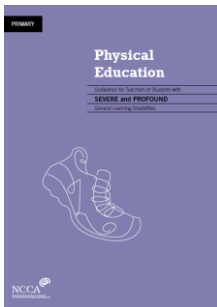


Many children with SEN experience difficulty with basic coordination, balance, left and right orientation, rhythm, and spatial and body awareness. These skills can be addressed and improved through physical education. As it is a practical subject, it is particularly suited to the learning styles of many 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-centred 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:

				
PE guidelines for teachers of children with Mild GLD	PE guidelines for teachers of children with Moderate GLD	PE guidelines for teachers of children with Severe and Profound GLD	Special Olympics PE teaching resources	Best Start: Inclusive Schools Project

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 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 	<p>This will necessitate the smooth progression of lesson structure with clear instructions.</p>	<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 • 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 for example by partaking in peer tutoring/ learning or a senior pupil taking on the role as a Buddy with a pupil at a younger class level.

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

Equality of Participation and Access:

Equal opportunities will be given to all children regardless of gender, ethnic background, and socio-economic status across all strands and activities.

Multiclass Teaching:

To cater for the range of abilities and the wide age range within the classes in our school we will employ a number of strategies:

1. Partner Work
2. Station Work
3. Support Personnel. (if applicable)

Assessment and Record Keeping

Knockanes N.S. recognises the importance of assessment and record keeping in the delivery of the P.E. Curriculum. Much assessment will focus on the children’s learning and how best to inform subsequent planning and teaching. Teachers will observe which areas children are achieving in and which areas need further development.

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

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.

Teachers should approach assessment in P.E. by referring to the **school's assessment policy**, to the Teacher Guidelines pp 98-100 and to the Curriculum Statement pp 68-74 and examine children's engagement in terms of the strand units as well as the teachers' manuals of 'Move Well, Move Often; developing the physically literate child through the lens of fundamental movement skills', (PDST 2017)

Teacher observation and note taking will be central to all assessment in P.E. Other forms of assessment may include basic teacher-designed tests and tasks, Pupil PE Journal, projects, recordings of children's work, and graphic / pictorial scores.

Assessment will cover all strands of the PE curriculum. The main areas and concepts to be assessed will be, but not exclusively:

- The social and personal qualities of the child.
- Physical skills and competence.
- Knowledge and understanding related to physical education.
- Creative and aesthetic development.
- Development of health related fitness.
- Development of safe practices.

Assessment information is shared with parents at Parent Teacher meetings and in end-of-year school reports. 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.

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 annually for classes 1st – 6th)
- 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.
- 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.

Identify provision required, as and where necessary, for inclusion of 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

(Refer to Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines)

Linkage is inherent to the P.E. process. The teacher will consider how objectives can be achieved through linkage and integration.

Teachers are encouraged to integrate P.E. with other subjects in a way that complements curriculum aims and objectives in both subjects. Integration is encouraged where it is natural and where children's learning can be maximised. Where possible a thematic approach for integration is a model supported by the school.

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**Timetable**

One hour per week will be allocated to P.E. at each class level. Timetables will record the time allocation for P.E. Teachers should ensure that pupils attending supplementary teaching are included for as much of the P.E. programme as possible.

A yearly PE timetable detailing a three year plan for the teaching of all the PE strands and appropriately associated Fundamental Movement Skills is appended to this policy (Appendix 1).

Knockanes N.S. may facilitate an Active Week and an annual Sports Day to promote physical activity for all children in the school encompassing as many of the strands of the P.E. curriculum as possible.

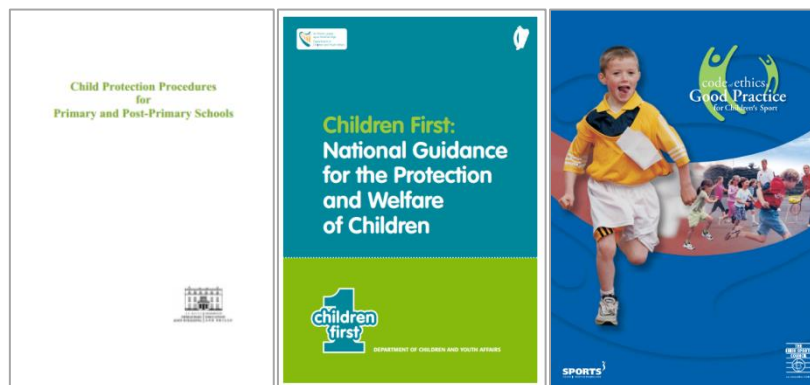
Discretionary curriculum time ‘affords the teacher and the school the flexibility to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the children it serves. It can be allocated, at the teacher’s and at the school’s discretion, to any of the six curriculum areas² – 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.

² Introduction to the Primary School Curriculum, page 68

Code of Ethics

Refer to Knockanes N.S.'s Child Protection Policy based on the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools *accompanying the 'Children First' guidelines* as well as the school's SPHE plan.

- 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.



Competitions/sporting events:

Knockanes N.S. may enter various sporting competitions throughout the course of the year which may include but are not limited to, Cumann Na mBunscol (football, hurling & cross country). FAI tournaments (soccer), Spikeball, Basketball etc.

Knockanes N.S. holds an annual Sports Day. Sometimes this is held in conjunction with the 3 other schools in the parish, fostering parish and community links amongst all schools and their staff, pupils and parent body.

PE Equipment

- The school has an inventory of appropriate equipment and resources available for P.E.
- The equipment is stored safely and available to all teachers.
- An inventory of equipment is available for all teachers.
- P.E. equipment is purchased as the need arises.

ICT (Refer to p. 101 Teacher Guidelines)

ICT will be used to supplement and research specific areas within the P.E. curriculum as children complete units of work. Appropriate software is stored in the school. Also the internet will be used as a resource where sports websites will be accessed e.g. GoNoodle/ GAA 5 Star and Movement Breaks by the Irish Heart Foundation.

- 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 tablets/iPad's for taking photos 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 tablets 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 the tablets/iPad's as a means of video recording 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.
- 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.
- We currently use the following ICT aids to assist in the teaching of PE - GAA 5 Star resources /Move Well Move Often /Go Noodle/ Dancin' Time/ Irish Heart Foundation Movement Breaks.

Health and Safety

(Refer to school's Health & Safety Policy)

As with all curricular areas, the P.E. Curriculum will maintain due care to our school's Health and Safety Policy.

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 school tracksuit during a PE lesson.

- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all PE equipment safely.
- In all PE lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.
- Should an accident occur in the PE lesson we will follow the procedures outlined for other accidents in our Health and Safety policy.
- Running activities will not finish at a wall or pole.
- Practicing in confined spaces.
- Supervision on visits out of the school.
- Activities involving the whole school yard.
- 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.

A list of staff members with First Aid training and Defibrillator (newly installed) training will be brought to the attention of all staff members.

Staff members are aware that certain children have specific medical conditions.

Individual Teachers Planning and Reporting

Teachers will consult the PE Plan Scoile & 3 year planning guide and formulate their own plan in co-relation to this. Planning will be based upon the different needs and ability of the class and will be done collaboratively with support teachers and other relevant class teachers.

Teachers are aware of The PE Curriculum 'Glance Cards' (PDST).

The Cúntas Miosuil is an important indicator and record of work carried out in P.E. Teachers will record their work in P.E. for a particular month.

Staff Development

Teachers have access to reference books, resource materials, equipment and websites www.pdst.ie and www.irishprimarype.com dealing with P.E.

Teachers will request further support from other agencies e.g. PDST if necessary

Teachers may participate in continuous professional development courses in PE, Physical Literacy, Fundamental Movement Skills etc.

From time to time P.E. will be on the agenda of staff meetings. This will allow for development of the plan and also give an opportunity for members of staff to share ideas that are working for them.

Teachers will be informed about upcoming courses in the education centres and other bodies providing professional development through the Staff Room Notice Board and by email.

The school will access the PDST advisor service in anticipation that there will be a support service for PE and we will inform the advisor of our curricular priorities in relation to PE for that year

Parental Involvement

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

- Parents with a specific sporting skill may be invited to assist with particular aspects of the P.E. plan e.g. dance, football, gymnastics.
- A copy of the P.E. plan will be made available in the office for perusal by parents.
- Parents can support the child in fostering interest in P.E. without putting undue pressure on children to always win, by encouraging them to participate actively in P.E. class and extra-curricular activities and at inter-school competitions where it is appropriate to do so.
- Parents are encouraged to support their children in a positive manner and respect the school ethos of equal participation for all, where winning is a welcome achievement but does not supersede the benefits of inclusion.

Community Links

- Members of clubs/groups in the community may be invited to support the school's P.E. programme.
- Sports persons with an understanding of the P.E. curriculum in the locality may be asked to work with the children or up-skill staff.
- The children may be brought on excursions to promote appreciation of aspects of P.E.
- We may 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.

Various means of communication will be used to contact other schools or community groups to promote the P.E. programme in the community.

Success Criteria

These criteria will indicate success:

- Teachers' preparation based on this plan
- Procedures outlined in this plan consistently followed
- Children enjoy participation in the P.E. programme
- Pupils experience a spiral approach to the PE curriculum as they progress through primary school

Means of assessing the outcomes of the plan include:

- Teacher/parent feedback
- Children's feedback
- Inspectors' suggestions/reports

Importance of enjoyment and play through:

- Maximum participation by all children
- Development of skills and understanding
- A balance between competitive and non-competitive activities
- Providing opportunities for achievement for each child

Implementation

A; Roles and Responsibilities

All teachers have responsibility for the implementation of the curriculum within their own class. The PE co-ordinator will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings

B; Timeframe

Implementation is on-going. It is expected that Year One of our Three Year PE Timetable, including the teaching of the Fundamental Movement Skills, will commence in September 2020.

Review

A; Roles and Responsibilities;

Each teacher and the staff as a group will evaluate the progress in P.E. by referring back to our set of stated objectives as stated in this plan.

B; Timetable for review:

It is the intention of the BOM to review this Policy Statement from time to time. In this regard feedback from all members of the school community is encouraged.

Ratification and Communication

The Policy Statement was subsequently reviewed and ratified by the Board of Management at its Meeting on _____

A copy of this Policy Statement was made available to all members of the teaching staff. Parents were made aware of the existence and availability of the Policy Statement.

Signed: _____

Date: _____

Chairperson of BOM

Appendix 1; Knockanes National School's Three Year Timetable for Implementation of the PE

School Plan including Fundamental Movement SkillsYear one (commencing September 2020)

Month	September	October	November	December	January
Strand	Outdoor & Adventure	Athletics	Dance (creative)	Gymnastics	Gymnastics
FMS	Walking	Walking	Balancing	Balancing	Coach
Month	February	March	April	May	June
Strand	Dance (folk)	Games	Athletics	Outdoor & Adventure (co-operative games)	Aquatics
FMS	Hopping	Catching	Running	Striking with an implement	Revision Catching

Year two: (September 2021)

Month	September	October	November	December	January
Strand	Outdoor & adventure	Athletics	Dance (creative)	Gymnastics	Gymnastics
FMS	Running/walking	Jumping for distance	Jumping for distance	Landing	Landing
Month	February	March	April	May	June
Strand	Dance (folk)	Games	Athletics	Outdoor & Adventure/Games	Aquatics
FMS	Skipping	Throwing	Throwing	Side-stepping	Revision & skipping

Year Three (September 2022)

Month	September	October	November	December	January
Strand	Outdoor & adventure	Athletics	Dance (creative)	Gymnastics	Gymnastics
FMS	Running/walking	Jumping for height	Jumping for height	Skipping	Dodging
Month	February	March	April	May	June
Strand	Dance	Games	Athletics	Outdoor & Adventure/Games	Aquatics
FMS	Revision	Kicking	Striking with the hand	Striking with an implement	Revision

Note; While every effort will be made to adhere to the timetable outlined, it is subject to change due to weather conditions and the availability of suitably qualified instructors etc. Also, only classes 1st – 6th currently partake in annual Aquatics lesson outside of the school.