



Scoil Chaitríona Junior

School Physical Education Policy

Introductory Statement and Rationale

(a) Introductory Statement

This school plan for physical education has been prepared by the teachers in Scoil Chaitríona Junior in consultation with the Principal and Board of Management. Class teachers at each of the four levels (junior infants, senior infants, first and second) have devised yearly plans which incorporate the six strands and the approaches and methodologies outlined in the physical education curriculum.

(b) Rationale

This school plan for physical education serves to highlight the role of physical education in our school. Its importance in providing children with learning opportunities through the medium of movement and contributing to their overall development by helping them to lead full, active and healthy lives. It also serves to ensure appropriate continuity and progression through the four class levels.

Vision and Aims

(a) Vision

In Scoil Chaitríona Junior we are fully committed to the holistic development of each child. We view the physical education curriculum as being central to their process. We seek to foster initiative and leadership and to promote positive attitudes towards physical activity. We seek to encourage the children to relate to, and communicate with each other and to develop self-esteem and confidence. We endeavour to provide a basis for enabling the children to make informed decisions concerning a healthy lifestyle and to foster an interest in physical activity that can be brought in adulthood.

(b) Aims

We endorse the aims of the Primary School Curriculum for Physical Education:

- 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 and 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.

Curriculum Planning

1. Strands and strand units

(see plans for each class level)

Note: The children will experience each of the six strands in each school year. Practical aquatics will be introduced in first and second classes with the implementation of aquatics confined to theoretical elements (eg water safety and hygiene) in junior and senior infants.

2. Approaches and Methodologies

(a) Approaches

A combination of the following approaches will be utilized – the direct teaching approach, the guided discovery approach and the integrated approach.

(b) Methodologies

Each physical education lesson will be organized to encourage maximum participation. Activities undertaken will mainly involve individual work, partner work and small group work. Preparation for them play/elements of team play may also be used if appropriate. Station teaching and dividing play area into grids, where appropriate, will also help to ensure maximum participation.

3. Assessment and record keeping

Assessment in our physical education programme will inform teaching and learning by providing information on what children have learned

and how they learn. This information will be collected at a continuous part of the teaching process.

Assessment will focus on the following areas:

- the social and personal qualities of the child, the child's attitude to physical education, sense of fair play, acceptance of winning or losing, respect for others
- 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 tools utilized will include the following:

(a) Teacher observation

- the responses the child makes when set a task
- the responses the child makes to the teachers questions and suggestions
- the participation of the child individually in a group or as a part of the class
- the interaction of the child with others when involved in group work
- the understanding displayed by the child when engaged in an activity

(b) Teacher-designed tasks

- providing opportunities to practice skills, to encourage creativity and to gather knowledge of activities
- questioning and group discussion
- tasks designed to allow for the assessment of process and product
- wide range of tasks, relating to individual strands

(c) Curriculum profiles

- monitoring the pupils progress at different stages in his/her development
- using the profile to record progress in written form or use it as the basis for reporting

4. Children with different needs

The individual capabilities of each child will be taken into account. The less able child may need to have skills, equipment and activities modified to suit his/her needs while the more able child may need to be offered additional challenges. A safe and secure environment will

be provided for all children but with particular attention to those with special needs.

5. Equality at participation and access

- boys and girls will have equal access to, and opportunity to participate in and experience, all areas of the curriculum in physical education.
- class groupings in physical education will not be made on the basis of gender.
- boys and girls will have equal opportunity to participate in extra curricular activities/competition such as 'city sports'.
- physical education lessons will be used as an opportunity to integrate the culture of our traveller children and international children.
- children from special and language classes will be integrated into the mainstream classes for physical education where this is in their best interests.

6. Linkage and Integration

(a) Linkage

Every effort will be made to link the various strands within the physical education curriculum. For instances,

- ball throw in athletics may be linked to passing in games
- athletics incorporates activities that are also appropriate for development in gymnastics

(b) Integration

Physical education has many objectives which are developed by other subjects such as social, personal and health education, English language, Gaelic, social, environmental and scientific education, arts education and mathematics.

- Social, personal and health education
 - strand unit 'taking care of my body' may be linked to the emphasis in physical education on promoting enjoyment of and positive attitudes towards physical activity and its lifelong contribution to health.
 - strand unit 'environmental awareness and care' may be linked to engaging in outdoor activities.
 - strand unit 'relating to others' may be linked to accepting concepts and rules and developing fair play in games and athletics
 - strand unit 'safety and protection' may be linked to safety considerations in swimming and other aquatic activities.

- English Language
 - the use of a varied movement vocabulary (verbs, adverbs), the interpretation of directions, descriptions of movements, discussion of rules and writing or telling of experiences in sport or outdoor activities may all help to develop and enrich language.
 - poetry and literature may be used as stimuli for dance.

Gaeilge

Is féidir leis na múinteoirí

- bainisteoireacht ranga a dhéanamh trí ghaeilge.
- Gnáthorduithe a thabhairt.
- Ceisteanna a chur
- Fearas beag a ainmniú as Gaeilge.
- Foclóir a bhaineann le cluichí éagsúla a úsáid.
- Damhsaí a mhúineadh trí Gaeilge.
- Comhréir a bhaineann le gluaiseacht a úsáid.
- Foclóir a bhaineann le lúthchleasaíocht a úsáid.
- Cuid de na treoracha a scríobh as Gaeilge nuair atá an treadóireacht ar siúl ag na páistí.

Social, Environmental and Scientific Education

- Geographical skills such as using maps study of the environment, weather and terrain may be linked to outdoor activities.
- The history of various games and sports and the origins of dance music may be explored.

Arts Education

- activities in drama may be linked to gymnastics and dance, themes from sporting experiences and outdoor activities.
- music may be used for warm-up activities and to complement dance and gymnastic lessons. National tunes for sporting occasions can be explored as can folk songs or campfire songs during outdoor activities.
- themes from sporting experiences and outdoor activities may form a springboard for art work. Art work may inspire ideas for dance and dance movements and themes may be interpreted in a variety of visual arts media – drawing, painting, clay and costume design.

Maths

- Opportunities are provided to develop appreciation of shape and balance and to estimate, measure and compare. Results may be recorded and angles explored.

Organisational Planning

7. Timetable

- in Scoil Chaitriona Junior one hour per week is the minimum time allocated to physical education. It is recommended that this hour be taken in two half-hour blocks as this provides the child with an opportunity to be active on two occasions in the week. This, however, is left to the discretion of individual teachers.
- A blocked period of time is used in first and second classes during one term in the school year in order to facilitate the implementation of the practical element of the aquatics strand.
- Each class level designates one day in the summer term for 'sports day'. It is at the discretion of the class teachers to select a day suitable for all.

8. After School Activities

- children are offered an opportunity to participate in irish dance and hip-hop dance classes after school hours.
- there is also an opportunity, for children to participate in 'city sports' in which elements of the athletics strand are further developed.

9. P.E. equipment and ICT

Scoil Chaitriona Junior has a very wide range of physical education equipment.

- all equipment is recorded on an equipment list and this list is posted on the door of the equipment room. Each teacher has equal access to all equipment. Equipment is purchased by a teacher in the school with a special duties post relating to physical education equipment. This is done following consultations with all other teachers.

P.E./GYMNASTIC EQUIPMENT - JUNIOR SCHOOL

- 37 gymnastic hoops
- 1 hoop carrier
- 1 pair volleyball posts
- 1 net
- 1 spare net
- 20 lightweight cones
- 1 rounder stick basket
- 5 bats and 5 balls
- 8 rounders base
- 10 rounder posts
- 2 centra hoc goals
- 2 centra hoc mini sets (11 red & 12 yellow)
- 5 larger basketballs
- 5 small basketballs
- 2 basketball rings
- 2 basketball nets
- 7 fitness mats
- 31 folding playmates
- 4 crash mattresses
- 46 assorted big balls
- 11 medium balls
- 73 assorted small balls
- 51 beanbags
- 37 plastic teambands
- 28 skipping ropes
- 11 rubber quoits
- 2 crawl tunnels
- 24 plastic racquets
- 15 lawn toss
- 4 stacker boxes
- 18 tagball vests - 1 ball
- 6 leather beanbags
- 1 parachute
- 9 catch pads, 4 balls
- 1 rocker walker
- 1 pump
- Light raquets (19 red & 19 yellow)
- 10 bricks
- Set target toss
- 1 set marker saucers (50)
- Ladder track
- 2 Foam ring toss
- Junior Bowling set
- Agility ladder

- ICT: Every class teacher has a copy of the Primary School Support Programme Physical Education CD. This CD incorporates class lessons for each of the six strands at each class level.

10. Health and Safety

The following points pertaining to health and safety are recommended:

- each physical education lesson should begin with a warm-up.
- physical education equipment should be inspected regularly to ensure its safety.
- equipment should be stored away safely in the equipment room followings its use.
- the physical education hall should be cleared of all dangerous objects prior to each lesson.
- the children should be constantly alerted to the dangers of a number of people working in a confined space and advised to stay clear of windows and to watch where they are going.

- due care should be taken in movement between the school and the pitcher.
- teachers should be made aware of any medical conditions which may affect the participation of the child in physical education and the appropriate procedure to be followed if a child falls ill during physical education (for example if a child suffers an asthma attack).
- teachers should be made aware of the correct procedures to be followed in the event of an accident occurring during the physical education lesson. All accidents should be reported and recorded appropriately.
- children participating in the practical aquatics strand should be under the teachers' supervision at all times (moving to and from the pool building, in the changing rooms and while in the pool).

11. Individual teachers' planning and reporting.

Teachers at each class level have devised detailed yearly plans for physical education which reflect the six strands and relevant strand units. Each individual teacher is responsible for their own short term plans – fortnightly/weekly schemes, and for reporting – cuntas miosúil.

12. Staff development

The teachers in Scoil Chaitrion Junior have undertaken inservice in physical education in the years 2004 – 2006.

2004/2005

Games
Outdoor and Adventure activities
Aquatics

2005/2006

Athletics
Dance
Gymnastics

Further Staff Development is encouraged as deemed necessary from time to time. Individual summer courses are attended by staff on an annual basis.

13. Parental Involvement

In Scoil Chaitriona Junior we recognize the importance of parental support and interest. We encourage and welcome the involvement of parents in their childrens' education. Annual parent-teacher meetings allow for discussion on the child's progress in physical education. Informal meetings at the request of parent or teacher may also be used to address any issues arising in physical education. Communication through homework notebooks/school newsletters is also utilized as necessary. Children are also encouraged to tell their parents about their learning and to practice skills learned (if appropriate) at home.

14. Community Links

It is envisaged that introducing children to various activities in the physical education programme will encourage them to join clubs in the local community i.e. hurling, camogie, athletics, football, gymnastics, soccer, dance and so on. Some children in first and second classes visit U.C.G. in the third term to participate in an adventure activity day.

Success criteria

It is hoped that this plan will aid in the successful teaching and learning of physical education in Scoil Chaitriona Junior. Successful implementation of this plan will be indicated by:

- consistent following of procedures outlined by all teachers
- reflection of the plan in teachers preparation and reporting.

Successful outcomes of this plan will be assessed through:

- teacher/parent/community feedback
- childrens feedback
- feedback from Scoil Chaitriona Senior

Implementation

(a) Roles and Responsibilities

Responsibility for co-ordinating the progress of the plan, for encouraging and accepting feedback from teachers and for reporting to teachers will rest with the teacher with special duties post relating to physical education.

(b) Timeframe

It is anticipated that all aspects of this plan be implemented in 2008.

Review

(a) Roles and Responsibilities

All teachers, the principal and the board of management will be involved in the review of this plan

(b) Timeframe

This plan will be reviewed following the school year 2015 - 2016

Ratification and Communication

Signed _____ Date _____