

Whole School Development Plan for Physical Education:

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Introductory Statement:

This policy was originally drafted in June 2009, amended in February 2009 and in September 2012. It was further reviewed in November 2015 at a Staff Meeting. This plan is a record of our decisions regarding Physical Education and it reflects the Primary Curriculum, 1999. It is intended to guide teachers in their individual planning for P.E.

Rationale:

Donabate/Portrane Educate Together National School is committed to providing a broad and balanced Physical Education programme for all children from Junior Infants to Sixth Class. Emphasis is placed on active participation and enjoyment for each individual child. D.P.E.T.N.S. supports the importance of P.E. in our school, acknowledging that P.E. provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them lead full, active and healthy lives.

Vision:

This plan will focus on meeting the needs of our children in the area of P.E. We seek to assist the children in our school in achieving their full potential in P.E.

Our focus on P.E. is:

- to benefit teaching and learning in our school.
- to conform to principles outlined in the Primary Curriculum.
- to review the existing plan for P.E. in light of the 1999 Primary School Curriculum.

Aims:

We endorse the aims of the Primary Curriculum for P.E., which are

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

1. Stands and Strands Units:

- Our Physical Education curriculum is divided into six strands as recommended in the Primary School Curriculum 1999.
- These strands are Athletics, Aquatics, Dance, Games, Gymnastics and Outdoor and Adventure activities.
- The curriculum is designed to be spiral in nature. As they progress through the school, children will experience opportunities to refine and develop their skills, abilities, knowledge and appreciation in each strand.
- The strand and strand units for each class group are set out in the curriculum document.

2. Approaches and Methodologies:

D.P.E.T.N.S. encourages the use of the following approaches and methodologies.

- Direct teaching approach
- Guided discovery approach
- Integration.

We will use methods that encourage maximum participation by the child through:

- Structured P.E. lessons (warm up, main activity, cool down).
- Team work
- Individual work
- Paired work
- Station teaching

3. Assessment and record keeping:

As P.E. is a physical activity based area, most assessment is done within the lesson by observing, listening and asking questions. Assessments will incorporate:

- Willingness to participate in activities
- Readiness to engage with a certain activity
- Level of competence in carrying out an activity
- Interest in, and attitude to, activities.
- Willingness to cooperate in individual, pair and group activities.
- Self Assessment (SALF folder)

4. Children with different needs:

- It is the policy of our school that all children will participate in P.E. activities. P.E. will be differentiated in order to meet the children in a particular class.
- Every attempt, often with the valued assistance of additional staff (S.N.A.s/Resource teacher), will be made to ensure that all

children experience the richness of a full Physical Education curriculum.

- Where a teacher recognizes that a child displays a particular ability in P.E. this will be communicated to the parents so that the child may have the opportunity to take part in sports activities available in the community.

5. Equality of participation and access:

- As an Educate Together school, equal opportunities will be given to all children, regardless of gender, ethnic background, and socio-economic status across strands and activities.

6. Linkage and integration

- *Informal Physical Education:*

Short sessions of P.E. are encouraged on a regular basis: e.g.

- Jog around the school/playground/racetrack
- Stretching in the class/Bizzy Breaks programme
- Short drills

Every attempt will be made to link the various strands of P.E. across the curriculum. See suggested links below:

English	Gaeilge	Maths	History
Oral Language Comprehension Poetry/Movement Creative writing Literature	Bainisteoireacht Ranganna trí Gaeilge Ceisteanna a chur Fearas beag a ainmniú as Gaeilge Foclóir a bhaineann le cluichí a úsáid Damhsaí a mhúineadh trí Gaeilge srl.	Measurement Shape and space Grahs/leagues Tables Symmetry Ratio Estimation Record keeping	Olympic Games Evolution of sport Sports training Gender in sport World records New sports Local,national and international sports
Geography	Science	Arts Education	SPHE
Traditional sports Prominent countries in sport Olympic games World cup Six Nations Maps Orienteering Study of environment	Performance Skills, techniques Natural ability and Training Injury, rehabilitation and adjustment Diet, training and rest Anatomy and	Visual interpretation Drama Use of music; • Dance • Warm-ups • Rhythm, tempo, mood • National songs for sporting occasions.	Diet, hygiene, exercise Co-operative and competitive activities. Individual strengths and needs Social behaviour Positive attitudes to P.E. Environmental awareness and care Accepting rules/decisions Developing concept of fair

Weather Terrain	physiology		play Personal safety/safety of others
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Organisational Planning

8. Timetabling:

- Teachers will timetable their classes in keeping with the requirements of the Primary School Curriculum.
- The teacher with responsibility for PE, will ensure that facilities are timetabled to ensure that all classes are facilitated equally.

9. Code of ethics:

- All teachers and coaches working in the school context will be expected to adhere to the school child protection policy. They should always ensure that they treat children with integrity and respect and that the self esteem of children is enhanced.
- P.E. is not an optional subject and it is extremely important for children. In our school, exclusion from P.E. is not considered an appropriate punishment/sanction and exclusion from P.E. lessons does not form part of our Positive Behaviour Policy. However, a child whose behaviour during P.E. class is disruptive or endangers him/her self or others may be excluded from part or all of a particular lesson.
- P.E. is an integral part of the school curriculum. All children must participate. Every effort will be made to encourage participation and make P.E. a positive experience for the child. Parents will be informed if a child shows continuous reluctance to participate in P.E. Parents and staff will work together to help children overcome any difficulties they may have.
- In exceptional circumstances a child may be unable to participate in P.E. (e.g. injury/illness). Parents are required to inform the class teacher in writing and are requested not to excuse their children for P.E. lessons unless it is essential.

10. Physical resources-facilities and equipment:

The following facilities are available to enhance the successful teaching of Physical Education.

School Yard

- Two outdoor basketball courts
- Our "racecourse"! - Running track
- Halla
- Two grassed areas
- All weather pitch

11. Health and Safety:

- For the safety of the children it is essential that appropriate rubber soled footwear are worn for P.E. lessons. Insurance regulations dictate that children not wearing appropriate footwear must be excluded from P.E. lessons. Children excluded from P.E. lessons will be sent to another classroom for supervision. On designated P.E. days it is advised that children wear suitable clothing (i.e. tracksuits, shorts/t-shirts etc.). Teachers are encouraged to wear appropriate footwear and clothing to facilitate quality instructions.

12. Teachers' planning and reporting:

- Individual teachers will create a Physical Education plan for their own class, which should be spiral in nature.
- Teachers are encouraged to refer to their Cuntais Míosúil to ensure all relevant strands and strand units are covered.

13. Staff development:

- Staff needs will be assessed regularly and local community groups and the local Education Centre will be accessed to provide ongoing training as the need arises. Staff will also avail of training as provided by the Department of Education and Science.

14. Parental involvement:

- Parents, who are willing to be involved in sporting activities/coaching in the school, will always be welcomed by the staff of D.P.E.T.N.S. Annual Sports Days are held in June. In keeping with our ethos of inclusiveness, emphasis is on participation and enjoyment rather than competitiveness. Parents are encouraged to attend as volunteers/spectators.

15. Community Links:

- Our school will continue the link with sporting bodies in the community. These bodies will, on occasion, provide coaches to present prepared modules which will be delivered in conjunction with class teachers. These modules will be timetabled by the P.E. post holder to ensure a fair and appropriate allocation throughout the school.

At this juncture we have formal links with:

- St. Pat's GFC
- St. Ita's FC
- Portrane Hockey Club

- Lambay Athletic Club
- Fingal Cricket

We will continue to welcome the support of the above groups when we participate in inter-school competitions.

We also plan to continue welcoming external coaches/tutors e.g. GAA coach, aerobics teacher, Hockey coach etc.

Success criteria

The success of this school plan will be assessed based on the following criteria:

- Teachers' preparation has been based on this plan
- Procedures outlined in this plan have been consistently followed.

The success of this plan in achieving the aims will be assessed by:

- Teacher feedback
- Children's feedback
- Inspectors' suggestions and reports
- Board of Management feedback

Implementation

- The teacher with responsibility for P.E. will be responsible for overall development of the P.E. curriculum. The post holder will work with the curricular team on Physical Education development in the school. The team will liaise with others within the school community on the matter of physical education within the school. They will also be responsible for all resources and timetables.
- The staff will evaluate the progress in Physical Education by referring back to our set of stated objectives as outlined in this plan.

Ratification and Communication

- On ratification of this plan by the staff and Board of Management this plan will be communicated to all teachers through distribution and will become part of the Plean Scoile.
- All teachers on the staff will be responsible for informing the Physical Education Curriculum Team/teacher with responsibility for PE of any amendments they think should be made.

