

P.E. POLICY – Glasheen BNS (PLEASE SCROLL DOWN)

PHYSICAL EDUCATION (P.E.) POLICY **GLASHEEN BOYS' SCHOOL** (February 2015)

INTRODUCTION:

The P.E. plan for Scoil Mhuire gan Smál (B), Glasheen BNS, was formulated in consultation with the PE cuiditheoir, Staff, Board of Management, Parents & Pupils of Glasheen Boys' School. P.E. provides learning opportunities for the children through the medium of movement & contributes to their overall development by helping them to lead full, active and healthy lives. We aim to provide these learning opportunities to the children in Glasheen B.N.S.. This Policy should be read in conjunction with our Health & Safety (2014) and Child Protection (2014) Policies.

RATIONALE:

In our school, Physical Education provides children with learning opportunities through the medium of movement, to maximise active learning experiences and approaches, to the benefit of each individual child.

VISION:

We seek to assist the children in our school in achieving their potential by the promotion of physical activity throughout the school. In Scoil Mhuire gan Smál (B) we intend to incorporate the messages of the curriculum in our lessons.

Key messages:

- 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.
- Providing opportunities for **achievement** of each child.

AIMS:

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

- To promote the physical, social, emotional & 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 & knowledge of 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 & positive attitudes towards physical activity & its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

Curriculum Planning

STRANDS AND STRAND UNITS:

- 1. Athletics 2. Dance 3. Gymnastics 4. Games 5. Outdoor & Adventure Activities 6. Aquatics

These strands are further divided into strand units:

<p>Athletics –</p> <ul style="list-style-type: none"> • Running • Jumping • Throwing • Understanding and appreciation of athletics 	<p>Dance –</p> <ul style="list-style-type: none"> • Exploration, creation and performance of dance • Understanding and appreciation of dance 	<p>Games –</p> <ul style="list-style-type: none"> • Sending, receiving and travelling • Creating and playing games • Understanding and appreciation of games
<p>Outdoor & Adventure Activities-</p> <ul style="list-style-type: none"> • Walking • Adventure • Orienteering • Outdoor challenges • Understanding and appreciation of outdoor and adventure activities 	<p>Aquatics –</p> <ul style="list-style-type: none"> • Hygiene • Water safety • Entry to and exit from the water • Buoyancy and propulsion • Stroke development • Water-based ball games • Understanding and appreciation of aquatics 	<p>Gymnastics –</p> <ul style="list-style-type: none"> • Movement • Understanding and appreciation of gymnastics

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages:

Refer to Curriculum (also available on www.ncca.ie)

- Infant Classes pp. 16 – 33
- 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

APPROACHES AND METHODOLOGIES

The class teacher will be responsible for delivering the P.E. curriculum to the pupils in his/her charge. Specialist teachers/parents may deliver certain parts of the programme e.g. Aquatics. Teachers recognise the value of using a variety of teaching approaches in order to enhance the achievement of the curriculum objectives.

The teaching approaches which we will use for teaching P.E. are:

- The **direct teaching approach**, in which the teacher tells or shows the children exactly what to do and observe their progress.
- The **guided-discovery approach**, in which the teacher designs a series of questions which will eventually lead to one or more appropriate answer, and finally the discovery of a particular concept or solution. This approach will lead the child to make decisions, solve problems and take initiative. Questioning can lead to a deeper understanding of how skills can be employed in a game situation.

ASSESSMENT AND RECORD-KEEPING

The teachers in the school constantly assess in the P.E. 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 any 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 children themselves.
- **Assessment as learning** involves teaching the children how to self-assess and peer assess.

MULTI-CLASS TEACHING

All P.E. lessons will be taught in the context of multi-class teaching. Where appropriate, opportunity will be given to children to group according to ability levels. Outside agencies e.g. St Finbarr's GAA club, Cork Parks Tennis, Leisureworld Swimming Pool Staff, Cork County Cricket Club or FAI designated coaches may be used to support the implementation of the P.E. Programme.

CHILDREN WITH DIFFERENT NEEDS

Participation of children with Special Needs will be ensured through the use of S.N.A./Special Needs Teacher. Children will be allowed to participate in activities at their own level through the modification of tasks where necessary. Group and pair work and similar ability groups will be used in conjunction with a balance of activities from across the strands to encourage inactive/shy/self-conscious children to participate in P.E. activities.

EQUALITY OF PARTICIPATION AND ACCESS

In planning for PE we are going to pay attention to the following areas in order to promote equality throughout the physical education curriculum.

- All children from infants to sixth class will partake in the six strands of the curriculum, mindful of limited facilities.
- 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 i.e. one particular group or class will not be allowed unlimited access to larger yard areas.
- As a staff we will help children to build positive attitudes towards all activities.

- Where appropriate, 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.
- 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 can take place within physical education as many activities transcend strands & 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.

Organisational Planning

Timetable:

Each class is timetabled for one hour per week for P.E. (Sample yearly plan of work for P.E. supplied by each class teacher). This school will use a portion of its discretionary time for the 8 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.

Code of Ethics:

All teachers & coaches working in the school context will be expected to adhere to our **Child Protection Policy (2014)**. They should always ensure that they treat children with dignity 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 & carried out in the context of respectful & open relationships.

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.

After School Activities:

After school activities are regularly organised by the school. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principle of the PE 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

The following is a selection of Competitions/Leagues/Games the school will enter:

- Sciath na Scol Hurling and Football competitions.
- Lough Leagues Annual Hurling tournament
- FAI 5-aside Soccer tournament.
- FAI 5 aside futsal tournament.
- Sciath na Scol 3rd class indoor Hurling blitz.
- Sciath na Scol 4th class indoor Hurling blitz.
- Cork County Board fun hurling blitz for infants @ St Finbarrs.
- Cork City Sports Finals.
- Gurrans Sports Annual Event.
- Cork Parks Tennis Barber Cup.
- Any other competition/event deemed suitable by the class teacher and principal will be considered/entered.

The school will organise an **Annual Sports Day** in May/June, where pupils will enjoy fun activities.

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

PE Equipment and ICT:

Our school has a detailed **inventory** of equipment and resources available for PE. This list is compiled by the P.E. post holder (Mr. Tim O'Neill). It is checked and updated at the beginning of each school year.

It is the responsibility of each class teacher to ensure that all **equipment** is **returned to the store 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. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.

The post holder and principal 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.

Health and Safety:

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 considered:

- All children must wear suitable **footwear** and clothing during a PE lesson
- All children will **not** be allowed to wear any **jewellery** 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 & 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
- Best practice is safe practice & the teacher should ensure that the children understand that the rules & 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 mentally ready for.

Individual Teachers Planning and Reporting:

Individual teachers will design a physical education plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the **overall school plan, set out in the skills/activities grid**. This should ensure clear progression, as children move from class to class.

Strands covered in PE each month are recorded on the Cuntas Míosúil. The Cuntas Míosúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years.

First Aid:

There will be at least one person on staff with a First Aid qualification and the BOM will fund any course fees. A First Aid Kit is provided for each class 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/competitions outside the school grounds. Parents/guardians are asked to detail any medical conditions on the school enrolment form. **Teachers will not treat a child, except in an emergency.** Their parents/guardians will be contacted and if necessary, their family doctor.

Staff Development:

The P.E. post holder will update staff on P.E. developments. Research, reference books, resource materials and websites dealing with P.E. 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 will be drawn up where free resources will be available.

Glasheen BNS pursuit of an **Active Schools Flag** will ensure that the school is continually developing and improving its approach to delivering a balanced, positive, energetic curriculum to its pupils in the most effective way possible. The ASF process requires regular updating and upgrading to school policy. The PE post holder will be responsible for facilitating the policy developments to be implemented by staff members over the course of the ASF process.

Parental Involvement:

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. We will outline the benefits of the PE curriculum and stress the difference between PE and sport and encourage them to become involved in our pursuit of an Active Schools Flag or any initiative we will organise. We will encourage sporting endeavour at all times.

In order to partake in school sport, we will use buses as transport to all school activities. Parents who offer lifts may be availed of if needed. The teacher /teachers involved with the activity will travel on the bus.

Community Links:

We are very much aware of the school's role in the community and we are also conscious that the expertise of people in the community is an invaluable resource to any school. The staff of Glasheen will endeavour to make and maintain positive working relationships with many clubs/organisations in the area for the mutual benefit of both parties. Organisations currently affiliated with our school include:

- St Finbarrs GAA club.
- Cork Parks Tennis.
- Cork County Cricket Club.
- Cork Sports Partnership.
- Redking Tae-kwon-do club.
- Cork City Sports Associati
- Sciath na Scol Chorcaí.
- Togher Scout Troop (37th Cork)

Class Level	Strand/Strand unit	Activity/ Skills Taught
Infants	<p>Games:</p> <ul style="list-style-type: none"> • Sending, Travelling & Receiving. • Creating and Playing Games. • Understanding and appreciation of Games. 	<p>Begin to develop ball-handling skills using beanbag activities:</p> <ul style="list-style-type: none"> .Throwing and catching (individual work). .Begin to develop ball-handling skills using beanbag activities. .Throwing and catching, individually and in pairs. .Throwing to a target .Throwing and catching, individually and in pairs. .Trapping the beanbag, individually and in pairs <p>Ball awareness activities:</p> <ul style="list-style-type: none"> · bouncing a ball, throwing and catching <p>Begin to develop kicking skills:</p> <ul style="list-style-type: none"> · dribbling a ball, kicking a ball, controlling a ball by trapping it. · kicking to a target. · dribbling a ball; · kicking a ball on the ground; · kicking from the hand; · kicking to a target and controlling a ball by trapping it. <p>Begin to develop ball-handling skills using balls:</p> <ul style="list-style-type: none"> · catching a ball. · fisting a ball, heading a ball.

		<p>.Rolling the ball, individually and in pairs .Rolling at a target.</p> <p>Begin to develop carrying and striking skills using a racket: · racket grip, carrying a beanbag/ball on a racket; · bouncing a ball with a racket.</p> <p>Develop problem-solving and decision-making strategies: · watch the flight of the beanbag through the air before receiving it. · moving into the path of the ball to trap it. · understand the need to keep the racket face flat for activities.</p> <p>Apply simple rules to games.</p>
	<p>Athletics:</p> <ul style="list-style-type: none"> • Running • Jumping • Throwing • Understanding and appreciation of athletics 	<p>Walk/jog in a non-competitive setting for extended periods. · follow a trail</p> <p>Sprinting: · practise moving in a straight line; · practise the standing start. · reaction activities.</p> <p>Relays: · participate in a pair relay using a beanbag.</p> <p>.Experiment with various ways of jumping: · practise the five different jumps. · standing jump.</p> <p>Experiment with appropriate objects and methods of throwing aiming for height and distance: · throw beanbags. · throwing at a target. .Throwing at a target, throwing for distance. .Explore footwork.</p> <p>.Develop an understanding of the basic rules of athletic events: · standing start for sprinting; · running in a straight line or lane without impeding others. · wait until your partner has returned before running in the pair relay.</p>
	<p>Dance:</p> <ul style="list-style-type: none"> • Exploration, creation and performance of dance • Understanding and appreciation of dance 	<p>Strand Unit: Exploration, creation and performance of dance</p> <ul style="list-style-type: none"> • Explore the movements of different parts of the body. • Create and perform a simple dance with teacher’s guidance. • Move in space safely with others. • Develop poise, balance and coordination while moving and stopping. • Explore different body shapes. • Explore levels and directions in space. • Begin to work with a partner, watching each other and keeping time together. • Copy a partner’s movements. • Create and perform a partner dance with teacher’s guidance • Explore a range of body actions and body shapes. • Move with an awareness of levels and directions in space • Explore strong and light movement. • Move with an awareness of the body and the space it moves in. • Begin to show sensitivity to music when moving • Move with sensitively and imagination to the stimulus of a nursery rhyme.

		<ul style="list-style-type: none"> • Develop an awareness of the need for focus and concentration in dance
	Gymnastics – <ul style="list-style-type: none"> • Movement • Understanding and appreciation of gymnastics 	<ul style="list-style-type: none"> • Develop the basic movement actions of walking, running, skipping, stopping, jumping, balancing and transferring weight. • Link skills to produce a short sequence of movements. • Develop body awareness through variations of direction, pathway, speed, shape, level and effort. • Begin to transfer work onto apparatus. • Absorb energy to avoid shock when landing. • Develop good body tension. • Develop travelling on hands and feet. • Practise rocking and rolling activities leading to the forward roll. • Develop travelling on hands and feet <ul style="list-style-type: none"> • Discuss movement and ask and answer questions about it. • Develop the ability to lift, carry and place apparatus safely. • Develop awareness of others when using apparatus.
	Outdoor & Adventure Activities- <ul style="list-style-type: none"> • Walking • Adventure • Orienteering • Outdoor challenges • Understanding and appreciation of outdoor and adventure activities 	<ul style="list-style-type: none"> • Identify areas of the hall, playing field or school site: <ul style="list-style-type: none"> · begin to find the way – front, back, left and right; · follow directions – forwards, backwards, left and right. · introduce Photo-star orienteering; · go to features identified by pictures, find the control and record it simply; · teach the discipline of returning to base. <ul style="list-style-type: none"> • Undertake a short walk within the school grounds. <ul style="list-style-type: none"> • Find an object in the area given simple clues. <ul style="list-style-type: none"> • Find an item in a confined area and use it in a matching activity. <ul style="list-style-type: none"> • Introduce control cards: <ul style="list-style-type: none"> · find the picture (control) and record it simply. · Find an object in a confined area of the school site with simple clues. · Find and record controls outdoors. <ul style="list-style-type: none"> • Reinforce control cards. <ul style="list-style-type: none"> • Begin to develop an appreciation of and respect for the environment: <ul style="list-style-type: none"> · caring for living things.
	Aquatics – <ul style="list-style-type: none"> • Hygiene • Water safety 	<ul style="list-style-type: none"> • The pupils of Glasheen BNS begin their swimming lessons in term 3 of second class. Water Safety and Hygiene will be covered with the first class pupils in conjunction with their SPHE programme.
1 st / 2 nd	Games: <ul style="list-style-type: none"> • Sending, Travelling & Receiving. • Creating and Playing Games. • Understanding 	<p>Ball handling: practise skills previously experienced:</p> <ul style="list-style-type: none"> · throwing and catching using a beanbag; · throwing to a target. <p>Ball handling: practise skills previously experienced:</p> <ul style="list-style-type: none"> · throwing and catching using a large ball; · dribbling a ball. · chest pass, bounce pass, overhead pass, dribbling a ball. · dribbling a ball, throwing to a target.

	<p>and appreciation of Games.</p>	<p>Create and develop games in small groups: · playground game: Three-headed monster.</p> <p>Apply simple rules to activity.</p> <p>Discuss and develop control in movement skills relevant to games: · footwork: changing speed and stopping.</p> <p>Develop and practise kicking skills: · dribbling a ball with the foot; · kicking and trapping the ball with a partner; · kicking from the hand. · dribbling a ball with the foot; · kicking and trapping the ball; · kicking from the hand.</p> <p>Develop and practise ball-handling skills: · fist pass, catching and heading.</p> <p>Develop problem-solving and decision-making strategies: · making choices.</p> <p>Develop an understanding of the use of space: · moving into space to receive a pass; · introduce the methodology of working in grids; · working in fours.</p> <p>Carrying and striking: · Develop and practise carrying and striking skills; · Racket grip, striking the ball with the hand and the racket/bat; · Striking to a target.</p>
	<p>Athletics:</p> <ul style="list-style-type: none"> • Running • Jumping • Throwing • Understanding and appreciation of athletics 	<ul style="list-style-type: none"> • Walk, jog or run over distance: · walk/jog in a non-competitive setting for extended periods; · develop an awareness of pace. • Sprinting: · practise the standing start; · reaction activities. · shuttle sprints. • Relays. · participate in pair relay with a beanbag developing simple technique; · practise passing with the right and receiving with the left hand using the downsweep technique. · Participate in team relays with a beanbag using various means of travelling. Hurdling: · run over evenly spaced low hurdles; · identify the lead leg. <p>Practise skipping activities with and without ropes.</p>

		<p>Develop a short approach run: · taking three steps and jumping for distance and height.</p> <p>Practising an over-arm throw: · develop a short approach plant and throw.</p> <p>Develop an understanding of pace: · contrast the pace of two runners.</p> <p>Develop and understanding of some of the rules of athletics: · when sprinting, take off only on the word go.</p> <p>Describe and discuss movement and ask and answer questions about it: · does passing the beanbag as we practiced it today make a difference to your speed?</p> <p>Describe and discuss movement and ask and answer questions about it.</p>
	<p>Dance:</p> <ul style="list-style-type: none"> • Exploration, creation and performance of dance • Understanding and appreciation of dance 	<p>Explore a greater range of movements of different body parts.</p> <p>Create and perform a partner dance.</p> <p>Move in space safely with others.</p> <p>Develop increased poise and coordination when moving and stopping.</p> <p>Continue to be aware of the need for focus and concentration in dance.</p> <p>Watch the dance of others with courtesy and respect.</p> <p>Identify different body parts used in the dances viewed.</p> <p>Explore a greater range of body shapes.</p> <p>Explore a greater range of levels and directions in space.</p> <p>Move with an awareness of levels and directions in space.</p> <p>Explore the curves and lines in shape outline.</p> <p>Respond imaginatively to the stimulus of letter shapes in creating dance</p>
	<p>Gymnastics –</p> <ul style="list-style-type: none"> • Movement • Understanding and appreciation of gymnastics 	<ul style="list-style-type: none"> •Develop basic movement actions. •Continue to develop body awareness through variations of direction, pathway, speed and levels. •Show control in take-off and develop the ability to absorb energy to avoid shock when landing. •Link movement skills to produce individual and pair sequences.

		<ul style="list-style-type: none"> • Practise rolling activities leading to the forward roll. • Develop good body tension and posture through gymnastic positions and movements • Develop the basic movement actions of turning and twisting. • Continue to develop body awareness through variations of direction, pathway, speed and levels. • Develop the basic movement of balancing. • Discuss movement and ask and answer questions about it. • Develop the ability to lift and place apparatus safely. • Develop awareness of others when using apparatus.
	<p>Outdoor & Adventure Activities-</p> <ul style="list-style-type: none"> • Walking • Adventure • Orienteering • Outdoor challenges • Understanding and appreciation of outdoor and adventure activities 	<p>Identify areas of the hall or school site:</p> <ul style="list-style-type: none"> · engage in activities to encourage the child to begin to find the way; · reinforce work done in Infants – forwards, backwards, left and right; · go to features identified by pictures; · find the control (symbol) at that feature and record it on their control card. <p>Identify areas of the hall or school site:</p> <ul style="list-style-type: none"> · go to features identified by photographs, find the control and record it simply. <p>Find objects or areas by following a simple plan:</p> <ul style="list-style-type: none"> · follow a snake walk; · lead another child around a course; · the second child records the route on an unmarked plan; · introduce map to ground orientation/spatial awareness; · teach the language, e.g. around, behind, between and outside.
	<p>Aquatics –</p> <ul style="list-style-type: none"> • Hygiene • Water safety • Entry to and exit from the water • Buoyancy and propulsion • Stroke development • Water-based ball games • Understanding and appreciation of aquatics 	<ul style="list-style-type: none"> • The pupils of Glasheen BNS begin their swimming lessons in term 3 of second class. The content below refers only to second class. Water Safety and Hygiene will be covered with the first class pupils in conjunction with their SPHE programme. • All aspects of the Aquatics Curriculum will be covered by the coaches/lifeguards in Leisureworld Bishopstown in conjunction/consultation with the supervising teacher. In groups graded by the staff of Leisureworld, the childrens stroke development, buoyancy and propulsion and entry/exit from the water will be developed. • All classes who are to partake in the Leisureworld swimming lessons should be given a lesson in water safety and hygiene prior to beginning the four week course.
3 rd / 4 th	Games:	<p>Develop and practise a range of ball-handling skills:</p> <ul style="list-style-type: none"> · ball awareness activities;

<p>Sending, Travelling & Receiving.</p> <p>Creating and Playing Games.</p> <p>Understanding and appreciation of Games.</p>	<ul style="list-style-type: none"> · chest pass, bounce pass, overhead pass; · dribbling, throwing to a target. balls, beanbags/domes. <p>Develop an increased understanding of use of space:</p> <ul style="list-style-type: none"> · moving to receive a ball, · discuss and improve control of movement skills relevant to games, · group activities. <p>Learn to follow more detailed instructions.</p> <p>Develop and practise a range of kicking skills:</p> <ul style="list-style-type: none"> · dribbling; · kicking on the ground; · kicking from the hand. <p>Develop and practise a range of carrying and striking skills:</p> <ul style="list-style-type: none"> · racket grip; · bouncing a ball on a racket in the air and on the ground; · developing forehand and backhand. <p>Create and develop games with a partner:</p> <ul style="list-style-type: none"> · 1 v 1 rally play; · Introduce own variations. <p>Discuss and improve control of movement skills relevant to games.</p> <p>Develop and practise a range of carrying and striking skills:</p> <ul style="list-style-type: none"> · Striking and dribbling a ball using a stick <p>Create and develop games with a partner and in groups:</p> <ul style="list-style-type: none"> · Discuss and agree on the rules necessary.
<p>Athletics:</p> <ul style="list-style-type: none"> • Running • Jumping • Throwing • Understanding and appreciation of athletics 	<p>Walk, jog and run over distance:</p> <ul style="list-style-type: none"> · walk/jog in a non-competitive setting. <p>Relays:</p> <ul style="list-style-type: none"> · practice baton changeover technique in teams of four in a straight line. <p>Practise the standing jump for distance:</p> <ul style="list-style-type: none"> · develop a short approach run. <p>Develop an understanding of pace: Change from walking to jogging.</p> <p>Develop an understanding of the rules of athletics:</p> <ul style="list-style-type: none"> · rules for baton change over. <p>Measure an achievement:</p> <ul style="list-style-type: none"> · compare the length of a standing long jump to a jump with an approach run. · discuss the difference an approach run should make to the length of a throw. <p>Sprinting:</p> <ul style="list-style-type: none"> · practise reaction sprints and standing start; · develop good acceleration and finishing technique.

		<p>Practise an over-arm throw (javelin) from a standing position using a beanbag.</p> <p>Begin to throw a medium-sized ball or a primary shot from a standing position.</p> <p>Hurdling</p> <ul style="list-style-type: none"> · practise the technique of hurdling; · develop the lead leg and running three strides between the hurdles. <p>Explore skipping activities individually and as part of a group.</p> <p>Begin to throw (put) a medium-sized ball or primary shot from a standing position.</p> <p>Begin to throw a quoit or primary discus.</p>
	<p>Dance:</p> <ul style="list-style-type: none"> • Exploration, creation and performance of dance • Understanding and appreciation of dance 	<p>Explore more complex movements of different body parts.</p> <p>Create and perform a partner dance.</p> <p>Move in space safely with others.</p> <p>Develop increased poise, balance and coordination while moving and stopping.</p> <p>Develop an awareness of the need for focus and concentration in dance.</p> <p>Watch the dance of others with courtesy and respect.</p> <p>Explore a greater range of body shapes.</p> <p>Begin to work in a small group.</p> <p>Create and perform a group dance showing unison movement.</p> <p>Move in space safely with others.</p> <p>Show sensitivity to music by keeping time to the beat when performing.</p> <p>Continue to develop an awareness of the need for focus and concentration in dance.</p> <p>Comment on unity of group movement in a dance.</p> <p>Explore more complex body actions.</p> <p>Create and perform a group dance showing canon movement.</p> <p>Move with an awareness of body shapes and levels and directions in space.</p> <p>Explore pathways in space.</p>

		<p>Move showing a range of body actions and with awareness of levels and directions.</p> <p>Create and perform a dance with a clear beginning, middle and end.</p> <p>Explore strong and light movement.</p> <p>Explore sudden and sustained movement.</p> <p>Move with an awareness of the body and the space it moves in.</p> <p>Show sensitivity to rhythm changes and phrasing in music.</p> <p>Respond with sensitivity and imagination to the use of a story as a stimulus for dance</p> <p>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation.</p>
	<p>Gymnastics –</p> <ul style="list-style-type: none"> • Movement • Understanding and appreciation of gymnastics 	<p>Create a sequence of movements to develop body awareness and control with appropriate variations of direction, pathway, levels, speed and effort on the floor and on apparatus.</p> <p>Practise and perform forward and backward rolls with control.</p> <p>Observe and describe movement.</p> <p>Lift, carry, set up, dismantle and store apparatus correctly and safely.</p> <p>Develop awareness of others when using apparatus.</p> <p>Increase control in take-off and landing.</p> <p>Select and link a range of movement actions to travel on the floor and on apparatus.</p> <p>Practise and perform forward and backward roll with control.</p> <p>Develop good body tension and posture through gymnastics positions and movements.</p> <p>Produce and perform sequences with a partner on mats. Perform forward and backward roll with control.</p> <p>The children create and develop their own sequences.</p>
	<p>Outdoor & Adventure Activities-</p> <ul style="list-style-type: none"> • Walking • Adventure • Orienteering • Outdoor challenges • Understanding and appreciation of outdoor and 	<p>Develop the ability to draw a plan, linking physical education with the Geography curriculum.</p> <p>Promote understanding of spatial awareness.</p> <p>Introduce drawing of controls on a plan.</p> <p>Introduce Score Orienteering in the classroom.</p> <p>Undertake a journey, following a chosen route and marking it on a</p>

	<p>adventure activities</p>	<p>plan.</p> <p>Choose a route and lead a partner who draws the route taken on a plan.</p> <p>Recognise and find familiar features from photographs.</p> <p>Record symbols on a control card.</p> <p>Undertake a journey, following a chosen route and mark it on a map.</p> <p>Orientate a map.</p> <p>Introduce Star Orienteering (using a map) – finding one control marked on a map, recording a symbol found at this control and returning to base before setting out for the next control.</p> <p>Using a legend (key).</p> <p>Introduce Memory-Star orienteering.</p>
	<p>Aquatics –</p> <p>Hygiene</p> <ul style="list-style-type: none"> • Water safety • Entry to & exit from the water • Buoyancy and propulsion • Stroke development • Water-based ball games • Understanding and appreciation of aquatics 	<ul style="list-style-type: none"> • All aspects of the Aquatics Curriculum will be covered by the coaches/lifeguards in Leisureworld Bishopstown in conjunction/consultation with the supervising teacher. In groups graded by the staff of Leisureworld, the childrens stroke development, buoyancy and propulsion and entry/exit from the water will be developed. • All classes who are to partake in the Leisureworld swimming lessons should be given a lesson in water safety and hygiene prior to beginning the four week course.
<p>5th/6th</p>	<p>Games:</p> <p>Sending, Travelling & Receiving.</p> <p>Creating and Playing Games.</p> <p>Understanding and appreciation of Games.</p>	<p>Develop and practise a range of carrying and striking skills.</p> <p>Striking and dribbling a ball using a stick.</p> <p>Develop and practise a range of ball handling skills:</p> <ul style="list-style-type: none"> · chest pass; · bounce pass; · overhead pass; · shoulder pass; · dribbling. <p>Develop an understanding of the tactics and strategies for use in mini-games:</p> <ul style="list-style-type: none"> · dispossession skills, evading and marking an opponent. <p>Develop an increased understanding of use of space:</p> <ul style="list-style-type: none"> · moving to receive a ball. <p>Discuss and improve control of movement skills relevant to games:</p> <ul style="list-style-type: none"> · starting; · stopping;

	<ul style="list-style-type: none"> · turning; · changing speed. <p>Play small-sided game, 4 v 4/5 v 5/ 6 v 6 ...etc.</p> <p>Develop further and extend carrying and striking skills:</p> <ul style="list-style-type: none"> · volley passing. <p>Practise a range of kicking skills:</p> <ul style="list-style-type: none"> · dribbling; · kicking on the ground; · kicking from the hand. <p>Practise the specific handling skill of fist-passing.</p> <p>Discuss and improve control of movement skills relevant to games</p> <p>Practise handling skills using an oval ball</p> <p>Practise a range of carrying and striking skills,</p> <ul style="list-style-type: none"> · developing forehand and backhand. <p>Create and develop games with a partner:</p> <ul style="list-style-type: none"> · 1 v 1 and 2 v 2 rally play – introduce own variations. • Play a team tennis game. • Create a new tennis team game. <p>Develop and practise a range of carrying and striking skills.</p> <ul style="list-style-type: none"> • Striking and dribbling a ball using a stick.
	<p>Athletics:</p> <ul style="list-style-type: none"> • Running • Jumping • Throwing • Understanding and appreciation of athletics <ul style="list-style-type: none"> • Jog/run over distance in a non-competitive setting: <ul style="list-style-type: none"> · vary the pace. • Sprinting: <ul style="list-style-type: none"> · revise formal standing starts, acceleration and finishing technique. • Relays: <ul style="list-style-type: none"> · practice baton changeover technique in teams of four in a straight line. • Develop a short approach run before releasing the throwing implement: <ul style="list-style-type: none"> · take three or five strides and release the foam javelin/beanbag. • Develop an understanding of pace: vary the pace. • Describe and discuss movement and ask questions about it.: <ul style="list-style-type: none"> · discuss the effect of lengthening the approach run. • Measure an achievement: <ul style="list-style-type: none"> · measure a throw. • Identifying track and field events. • Develop the shot put or throw from a standing position using a medium-sized ball. • Relays: <ul style="list-style-type: none"> · participate in a standard relay on an oval track; · practise baton change over technique. • Develop an understanding of pace: <ul style="list-style-type: none"> · practise even paced running. • Describe and discuss movement and ask questions about it: <ul style="list-style-type: none"> · discuss the different approach to the shot put as opposed to the javelin throw.

		<ul style="list-style-type: none"> • Hurdling: <ul style="list-style-type: none"> · practise the technique of hurdling; · increasing speed and height. • Develop an understanding of pace: <ul style="list-style-type: none"> · practise even paced running. • Describe and discuss movement and ask questions about it: <ul style="list-style-type: none"> · discuss personal performance and the performance of a partner in athletic activities. · advise a partner on ways of throwing further and hurdling better. • Develop the discus throw using a quoit: <ul style="list-style-type: none"> · practise the grip, swing and release techniques. • Reaction sprints • Jump for height and distance.
	<p>Dance:</p> <ul style="list-style-type: none"> • Exploration, creation and performance of dance • Understanding and appreciation of dance 	<p><i>Creative Dance</i></p> <ul style="list-style-type: none"> • Create and perform a more complex range of movement demonstrating originality and variety in body actions, shapes, levels, directions and pathways when moving. • Create and perform a partner dance with a clear beginning, middle and ending. • Perform to music showing increasing sensitivity to rhythms, phrasing and dynamics. • Move in space safely with others. • Develop increased poise, balance and coordination while moving and stopping. • Develop an awareness of the need for focus and concentration in dance. • Explore shape outline. • Create and perform a group dance showing unison movement. • Explore pathways in space • Respond with imagination to the use of a visual stimulus (patterns page) to create dance. • Explore dancing with a prop. • Respond with imagination to the use of a tactile stimulus to create dance. • Explore the dynamics of time (sudden/sustained) and weight (strong/light). • Respond with imagination to the use of a story to create dance. • Be able to identify the sections of a dance. • Become aware of the use of narration as a cue to dance. • Create and perform a group dance with a clear beginning, middle and end, showing unison and canon movement. <p><i>Folk Dance:</i></p> <ul style="list-style-type: none"> · to perform a variety of selected Irish dances and folk dances that use frequent changes of formation. • Observe, describe and discuss simple dances. • Identify the sections of a dance.
	<p>Gymnastics –</p> <ul style="list-style-type: none"> • Movement • Understanding and appreciation of gymnastics 	<ul style="list-style-type: none"> • Perform symmetrical movements and sequences on the floor and transfer them onto apparatus. • Select and link a range of gymnastics actions to travel on the floor and on apparatus. • Improve quality in body performance, body tension and body shape. • Practise and perform a range of skills: forward roll, backward roll,

		<p>handstand and cartwheel.</p> <ul style="list-style-type: none"> •Discuss movement and ask and answer questions about it. •Develop the ability to lift, carry and place apparatus safely. •Develop awareness of others when using apparatus. <p>Strand Unit: Movement</p> <ul style="list-style-type: none"> •Perform symmetrical movements and sequences (leading and following movements, mirroring movements) with a partner on the floor and transfer them onto apparatus. •Show controlled take off, flight and landing. •Practise and perform a range of skills: forward roll, backward roll and handstand. •Practise and perform a specific skill – the cartwheel. •Perform balancing and counterbalance movements on the mats. •Select and link a range of gymnastics actions to travel on the floor (mats) in pairs and in groups.
	<p>Outdoor & Adventure Activities-</p> <ul style="list-style-type: none"> • Walking • Adventure • Orienteering • Outdoor challenges • Understanding & appreciation of outdoor/ adventure activities 	<ul style="list-style-type: none"> •Evaluate the child's understanding of map orientation, route choice and ability to follow a route. •Undertake point to point (cross country) orienteering – visiting all controls in order, marking a control card or collecting permanent information at each control (e.g. how many steps are there at the door?). •Find controls on the school site using a map, where some of the objects are the same, distinguished only by their orientation. •Introduce a mass start score event. •Reinforce the concept of map orientation.
	<p>Aquatics –</p> <ul style="list-style-type: none"> • Hygiene • Water safety • Entry to and exit from the water • Buoyancy and propulsion • Stroke development • Water-based ball games • Understanding and appreciation of aquatics 	<ul style="list-style-type: none"> • All aspects of the Aquatics Curriculum will be covered by the coaches/lifeguards in Leisureworld Bishopstow in conjunction/consultation with the supervising teacher. In groups graded by the staff of Leisureworld, the childrens stroke development, buoyancy and propulsion and entry/exit from the water will be developed. • All classes who are to partake in the Leisureworld swimming lessons should be given a lesson in water safety and hygiene prior to beginning the four week course.

Success Criteria

When reviewing our plan, **as part of our School Self Evaluation**, we will take into consideration, the following points:

- 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 all pupils.
- The implementation of new initiatives and improvements to our current practices as per the requirements of our Active Schools Flag programme.

Means of assessing the outcomes of the plan include:

- Teacher/parent/community feedback.
- Children's feedback regarding the activity level, enjoyment and skill development of the classes.
- Inspectors' suggestions/report.
- Second level feedback.
- Feedback/ Input from the Active Schools Flag Facilitator.

Implementation

Roles and Responsibilities:

- The Principal and PE Postholder will co-ordinate the progress of the policy, encourage and accept feedback on its implementation and report to staff on findings. Each teacher is responsible for implementing this policy with his/her own class.

Timeframe & Review:

- The plan will be monitored and reviewed by the staff each year.

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the PE curriculum in our school. Also our continuing pursuit of the Active Schools Flag will require Principal, PE Postholder, Teachers, Pupils, Parents and Board of Management to all play a consistent and valuable role in the updating and reviewing of our policy on an ongoing basis

Ratification and Communication

The Draft Policy was displayed on our School Noticeboards, with copies available in the School Office for viewing throughout January 2015. Parents and School Community members were also alerted through our School Website. It was presented to the Board of Management in early February 2015 for Ratification.

Signed: *Micheál Ó Buacháin* (Chairperson B.O.M.)

Date: 12th February 2015