

## **Introductory Statement and Rationale**

### **(a) Introductory Statement**

The PE plan for Ss. Peter & Paul's was formulated by the principal and teaching staff. The plan has been approved by the teachers, BOM and parents.

### **(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<sup>1</sup>. We aim to provide these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

## **Relationship to the Characteristic Spirit of the school.**

Our **Mission statement** is:

*Ss. Peter & Paul's C.B.S. is a Catholic boys only school committed to the mission of nurturing the whole child – spirit, mind and body. It seeks to welcome and accommodate the beliefs and customs of children of other faiths and cultures.*

*The staff of the school aims to ensure that the boys graduate from the school with a healthy sense of confidence and a willingness to face the future with self discipline and a deep respect for themselves, others and the environment.*

*Parents are acknowledged as their children's primary educators and, as such, are encouraged and facilitated to work together with teachers for the benefit of their children.*

*Each pupil is encouraged to develop all his talents – academic, creative, spiritual and physical. The school endeavours to value all children equally in accordance with the values of the Gospel.*

Our PE programme aims to develop our pupils' physical and creative talents.

## **Vision and Aims**

### **(a) Vision**

We seek to assist the children in our school in achieving their potential through the opportunities they receive to participate in activities drawn from the strands of the P.E. curriculum. We also seek to encourage children to lead active healthy lives by encouraging physical activity throughout the school.

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

We try to incorporate the key message of the curriculum into our lesson:

- 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

**(b) Aims**

We endorse the aims of the Primary School Curriculum for PE<sup>2</sup>

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

**1.The Curriculum**

- The strands/strand units/content objectives for the relevant class levels are found in the curriculum.
- In our school we have children with various special needs. We support these children in our lessons.
- Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the six strands each year (or at least every 2 years) – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities and Aquatics (1<sup>st</sup> to 6<sup>th</sup> Class).
- Each teacher will make him/herself familiar with the curriculum objectives for his/her class.
- The school will also use the P.E. lesson plans prepared by the Primary School Sports Initiative. A list of teaching resources will be collated and distributed to each teacher.
- Teachers will choose a range of activities for all strands for each class

**P.E.- Rich Environment**

- We will endeavour to create a PE rich environment in the school. We will do our best to make use of the space we have by introducing a range of games and activities such as gaelic skills, dodge ball, soccer, basketball and skipping.

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

- We will ensure there is continuity and progression from class to class by developing appropriate warm-up activities for indoor and outdoor work at each level – with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.
- We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míósúil )
- We will use the resource materials designed by the Primary Schools' Sports Initiative
- We have a Lunchtime Active Club, Extra-curricular activities including Football, Hurling, Athletics, Rugby and an after school Fitness Club.

## **2. Approaches and methodologies**

We will use a combination of the following approaches:

- Direct teaching approach<sup>3</sup>e.g. teaching a specific skill such as the “roll lift” in hurling
- Guided discovery approach e.g. children creating their own sequence in dance.
- Integration e.g. Geography and Outdoor and Adventure Activities – directional and spatial awareness.

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

- Individual, pair, group and team play -younger children and children with special needs will need more individual attention
- Station teaching-groups moving around different stations and having one teaching station
- Using a play area divided into sections<sup>4</sup>- groups of children stay in their own section and the activities within the sections are differentiated to suit the particular group of children

### **Structure of a PE lesson:**

**Warm Up:** pulse raising activities, stretches and mobility exercises

**Main Activity:** running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc

This main activity will take place at Individual, pair and small group levels

Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson

We will divide our hall/play area into Grids to allow for small group activity to ensure all children will be involved

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

<sup>4</sup> Page 54, Teacher Guidelines

**Cool Down:** slower activities to reduce heart rate and prepare children for their return to the classroom

Review/Feedback/Assess understanding and appreciation of strand in lesson completed.

### 3. Assessment and record keeping

The teachers in the school constantly assess in the PE 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 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. It will be necessary for pupils to be reminded of what they are looking to assess e.g. types of jumps used, change of directions, arm and leg action when running
- The assessment criteria used for each activity forms part of class and school planning.
- Our school policy on record-keeping (in Plean Scoile) informs practice on:
  - What is recorded, the maintenance of school records and access to same.
  - The practice of sharing information with children/parents/colleagues

### 4. Children with different needs (see Appendix 1)

All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

### 5. Equality of participation and access

Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. P.E. provides great opportunities for this integration

- The Dance strand of the curriculum will be used to introduce dances from other cultures. The children from other countries will also appreciate the dances which are an integral part of our Irish culture.
- 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.
- Introduction of games from different countries yet at the same time acknowledging the special place that Gaelic Games hold in our culture. Gaelic Games will be given particular consideration as part of the Games programme<sup>5</sup>
- 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.

### 6. Linkage and integration

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

Linkage and integration:

- Linkage can take place within physical education in that 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 ICT will create opportunities for pupils to discuss and talk about their own and others' performance in PE.
- The effective use of questioning from the teacher will develop the vocabulary associated with PE. Allowing the children to analyse their own performance will allow them understand and appreciate the activities of PE better and thus physically educate themselves in a more meaningful way – as opposed to something that just happens with time.
- Bainfidh na múinteoirí úsáid as gaeilge:
  - nuair atá siad ag múineadh rince gaelach
  - go neamhfhoirmiúil

### 7. Organisational Planning:

Timetable

In this school the infant classes will have two sessions of PE each week – each session thirty minutes duration. All other classes will have two half hour sessions or a single one hour session. Class(es) from 1<sup>st</sup> to 6<sup>th</sup> will be timetabled to attend a module of swimming lessons during the school year.

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<sup>5</sup> Page 4, PE Curriculum

The Outdoor and Adventure activities are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside.

Content:

- **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**

The school will also use the PE lesson plans prepared by the Primary School Sports Initiative.

The school will facilitate an “Active School Week” to promote physical activity for all children in the school encompassing as many of the strands of the PE curriculum as possible.

## **8. Code of Ethics (see Appendix 2)**

## **9. Extra-curricular Activities.**

The school provides further opportunities within an extra-curricular programme after and during school. These activities adhere to the general principles of the P.E. curriculum of the school as follows:

Key messages of the curriculum:

- 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

We encourage the children to take part in local sports activities and clubs and provide information to our parents/pupils about local activities.

We hope to pass on to the children the message that sport is for all and that there are many activities in which the children can take part locally e.g. swimming, athletics, soccer, gaelic, rugby, boxing, hurling and horse riding etc.

Competitions/Leagues/Games the school will enter:

Gaelic Football U11 and U13. (A and B teams entered in leagues)

Hurling U-11 and U13. (A and B teams are entered in the leagues)

Cross Country Junior and Senior Competitions

5 a side Soccer Tournament

Athletics - Town/County

The school organises a sports day where parents/community/others can be invited to view children's PE activities and encourage them to participate. Also a Fun for All Day (non-competitive activities).

#### **10. Active Week.**

We have introduced an Active Week whereby we focus on sports activities for all children. We end Active Week with our Fun for All Day (non-competitive sports day).

#### **11. Playtime**

Children are encouraged to engage in active play at school break times. They are supplied with sponge balls to encourage active engagement in a safe environment. Teachers on duty encourage children to engage in activities. Infants are also encouraged and guided by Playground Leaders from 5<sup>th</sup> and 6<sup>th</sup> class.

#### **12. PE equipment and ICT.**

##### **P.E. Equipment**

- Our school has a detailed inventory of equipment and resources available for PE. This list is regularly checked and updated.
- It is stored in the shed in the Infant Building. It is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported as soon as possible to the P.E. coordinator. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.
- The P.E coordinator, in consultation with the Principal and the staff, 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
- The BOM, on the recommendation of the Principal (informed by the PE coordinator) will sanction a budget for updating of PE equipment annually - subject to funds being available. At present, there is no dedicated PE grant. The Principal will also request additional funds from the Parents Association.

##### **ICT**

- We use ICT to support the delivery of the P.E. plan, e.g. use of CD-ROMs, videos, programmes.

#### **13. Health and safety**

(Refer to school's Health & Safety Policy)

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.

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 clothing 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
- 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 mentally ready for.

There are a number of people on staff with a current First Aid qualification. A First Aid Kit is kept in the (room off Secretaries Office and Staff Room) and is restocked regularly. Other portable kits are also available when children are participating in PE outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed leaflets are made available to all staff on specific conditions such as asthma, diabetes and allergic reactions etc.

#### **14. Individual teachers' planning and reporting:**

The whole school plan and the curriculum documents for PE will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum. While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to their own class level and experience. It is vital that all teachers plan individually while at the same time ensuring that their class plans co-ordinate and feed into the overall school plan. Teachers will plan based on the strands as outlined on the yearly timetable in Section 8 and can explore the use of themes in their planning especially in Gymnastics where themes such as balance and travel can provide a great stimulus for lessons (*Refer to pp. 34-35 Teacher Guidelines*)

The Cúntas Míósúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual Cúntas Míósúil have been evaluated it should be obvious to the staff which elements of the curriculum are being implemented and which strands need more attention.

#### **15. 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. At all times the class teacher will be present and will retain ultimate responsibility for the class. We will outline the benefits of the PE curriculum at an information session for parents and stress the difference between PE and sport and encourage them to become involved in our Active School Week or any initiative we will organise. We will encourage sporting endeavour at all times.

In order to partake in school sport, we may need the assistance of parents in transporting children to sporting events. As with any curricular plan in the school, parents can inspect it in the office.

### **16. Community links**

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school.

The school maintains links with a variety of local clubs including the local GAA, Athletics, Gymnastics and Rugby clubs.

We will 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. The community has also been involved in fundraising for PE equipment for the school.

### **How will we know that the plan has been implemented?**

Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan. Therefore, the school plan needs to be reviewed on a regular basis.

Teachers will also be more acquainted with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

### **Success criteria**

- 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

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



## Appendix 1

### Children with different needs

- Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities. This will mean we have to focus on the abilities of each child. We will refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

#### **SAMPLE: POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES<sup>6</sup>**

Potential area of difficulty	Implications for learning	Possible strategies
• fitness levels	It may be necessary to set targets to improve fitness.	<ul style="list-style-type: none"> <li>include active warm ups and drills for skills practice</li> <li>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</li> </ul>
• listening and responding	The student may have difficulty with short-term memory and concentration span.	<ul style="list-style-type: none"> <li>keep instruction simple and clear. Students repeat instruction.</li> <li>demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task</li> <li>move to new instruction regularly</li> </ul>
• 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"> <li>teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing.</li> <li>give good visual demonstrations</li> <li>reaffirm good examples and practices</li> <li>use additional equipment to suit the needs of the student, for example softer balls, larger target</li> <li>provide physical support to student in performing skill, for example, jumping</li> </ul>
• spatial and body awareness	There may be safety issues for students engaging in movement exercises.	<ul style="list-style-type: none"> <li>provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises</li> <li>use specific body parts in exercises e.g make a shape with the upper part of the body</li> </ul>
• left-right orientation	It may be necessary to include regular exercises with these movements.	<ul style="list-style-type: none"> <li>include warm-up exercises/stretchches. Students mirror actions of peers or teacher: O'Grady says; Follow the leader</li> <li>include exercises with equipment using both sides of the body</li> </ul>
• behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.	<ul style="list-style-type: none"> <li>establish routine format for class and the expectations of desired behaviours</li> <li>ensure that the student is suitably placed in the class for optimum learning</li> <li>check that the student is attending by reinforcing and questioning</li> <li>involve the student where possible in demonstration</li> <li>encourage the student and assign tasks opportunities for success</li> </ul>
• social integration.	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.	<ul style="list-style-type: none"> <li>group student(s) appropriately</li> <li>use co-operative fun activities regularly</li> <li>give encouragement and acknowledge good effort</li> <li>set appropriate skill development level commensurate with students' ability level</li> <li>set reasonable targets for co-operative activities</li> </ul>

<sup>6</sup> Page 19, NCCA Draft Guidelines, Book 3 – for Teachers of Students with Mild General Learning Disabilities

		(individual and group).
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- The School Enrichment Programme produced by Special Olympics Ireland to mark the occasion of the World Games in Ireland may be used as a useful reference – [www.specialolympics.ie](http://www.specialolympics.ie)
- We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary.

### General Adaptation Suggestions<sup>7</sup>

#### Equipment:

Larger/lighter bat  
 Use of velcro  
 Larger goal/target  
 Mark positions on playing field  
 Lower goal/target  
 Scoops for catching  
 Vary balls (size, weight, color, texture)

#### Rules Prompts, Cues:

Demonstrate/model activity  
 Partner assisted  
 Disregard time limits  
 Oral prompt  
 More space between students  
 Eliminate outs  
 Allow ball to remain stationary  
 Allow batter to sit in chair  
 Place student with disability near teacher

#### Boundary/Playing Field:

Decrease distance  
 Use well-defined boundaries  
 Simplify patterns  
 Adapt playing area (smaller, obstacles removed)

#### Actions:

Change locomotor patterns  
 Modify grasps  
 Modify body positions  
 Reduce number of actions  
 Use different body parts

#### Time:

Vary the tempo  
 Slow the activity pace  
 Lengthen the time  
 Shorten the time  
 Provide frequent rest periods

#### Bowling

Simplify/reduce the number of steps  
 Use two hands instead of one  
 Remain in stationary position  
 Use a ramp  
 Use a partner  
 Give continuous verbal cues

#### Basketball

Use various size balls (size, weight, texture, color)  
 Allow travelling  
 Allow two hand dribble  
 Use larger/lower basket  
 Slow the pace, especially when first learning  
 If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair  
 Use beeper ball, radio under basket for individual with visual impairment

#### Soccer

Use walking instead of running

<sup>7</sup> Based on: <http://www.pecentral.org/adapted/adaptedactivities.html>

Have well defined boundaries

Reduce playing area

If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair

Use a deflated ball, beeper ball, brightly colored ball

Use a target that makes noise when hit

### Mini-Golf/Hockey

Use larger, lighter, softer, bright colored balls

Reduce the playing court

Stand closer to hole to putt

Allow ball to bounce first

Hold ball and have student hit it

### Tennis

Use larger, lighter balls

Use shorter, lighter racquets

Use larger head racquets

Slow down the ball

Lower the net or do not use a net

Use brightly colored balls

Allow a drop serve

Stand closer to net on serve

Do not use service court

Use a peer for assistance

Children with exceptional ability/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 bring 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.

## Appendix 2

### Code of Ethics

*(Refer to school's Child Protection Policy based on the Department of Education and Science guidelines accompanying the 'Children First' guidelines.*

*Also refer to SPHE plan; Code of Ethics, Good Practice for Children's Sport)*

- 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 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'*<sup>8</sup>
- 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' produced for all personnel working with children.

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<sup>8</sup> Page 9, Section 1.3, Code of ethics in Irish Sport, Irish Sports Council