

# Lurga National School PE Plan

## Introductory Statement and Rationale

### **Introductory Statement**

The PE plan for Lurga National School was formulated by the staff, in consultation with the principal. The plan has been approved by the teachers, BOM and parents.

### **Rationale**

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

## Vision and Aims

### **Vision**

Physical education is an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the children in St. Pauls. 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 strive to implement a diverse range of experiences that provide regular physical activity, encourages children to lead active healthy lives and foster the general well-being of every child.

### **Aims**

We endorse the aims of the Primary School Curriculum for PE

- 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.

### Curriculum Planning

The Broad objectives of the PE curriculum have been considered.

#### **Strands and strand units**

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages of the PE Curriculum and are also available on [www.ncca.ie](http://www.ncca.ie)

3 <sup>rd</sup> & 4 <sup>th</sup> Classes	Pg 38-46
5 <sup>th</sup> & 6 <sup>th</sup> Classes	Pg 48-59
Aquatics 3 <sup>rd</sup> - 6 <sup>th</sup>	Pg 62-64

- Each teacher will make him/herself familiar with the curriculum objectives for his/her class
- The school will also use the PE lesson plans prepared by the Primary School Sports Initiative. A list of teaching resources will be collated and distributed to each teacher by the post holder.
- Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following five strands each year - Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities. Aquatics will be addressed in collaboration with Ennis Leisure Centre
- We will endeavour to create a PE rich environment in the school through the compilation of suitable video clips, DVD's, websites, posters, photographs, newspaper cuttings, display boards (Active Schools board and WOW Wall board) etc.

- These will be used to raise children’s awareness of various forms of physical activity and as a way of developing an understanding and appreciation of the strands of the curriculum
- 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).

### Developing the Physically Literate pupil in Physical Education

We aim to also use the Move Well, Move Often resource to support the teaching of Physical Literacy in St. Pauls. Physical literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long engagement and for sporting success.

To become physically literate, pupils need to master fundamental movement skills (FMS) through a series of developmental stages. FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a child can go on to develop specialised movement skills which will allow them to reach their potential in sports.

#### Fundamental Movement Skills

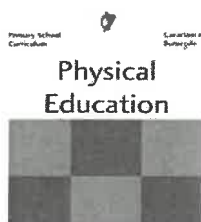
<b>Locomotor Skills</b> Transporting the body in any direction from one point to another	<b>Stability Skills</b> Balancing the body in stillness and in motion	<b>Manipulative Skills</b> Control of objects using various body parts
<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Jumping for height</li> <li>• Jumping for distance</li> <li>• Dodging</li> <li>• Side stepping</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing</li> <li>• Landing</li> </ul>	<ul style="list-style-type: none"> <li>• Catching</li> <li>• Throwing</li> <li>• Kicking</li> <li>• Striking with the hand</li> <li>• Striking with an implement</li> </ul>

In Lurga, we recognise that it is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the

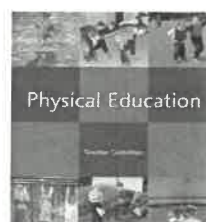
year. Our whole school plan for PE reflects this approach (see appendices). We have currently applied for PDST in school support in the area of Physical Literacy to obtain a whole school approach to developing fundamental movement skills in physical education.

## Resources for Teaching Physical Education

Teachers in Lurga National School will utilise the following core resources to support planning for and teaching a broad and balanced programme for Physical Education:



P.E. Curriculum & Teacher Guidelines



PSSI Lesson Plans



Move Well, Move Often



## Approaches and Methodologies

- We will use a combination of the following approaches:
  - Direct teaching approach
  - Guided discovery approach
  - Integration

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

- Individual, pair, group and team play
- Station teaching
- Using a play area divided into grids

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>1</sup>**

<b>Potential area of difficulty</b>	<b>Implications for learning</b>	<b>Possible strategies</b>
• 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/stretchers. 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 (individual and group).</li> </ul>

<sup>1</sup> Page 19, NCCA Draft Guidelines, Book 3 – for Teachers of Students with Mild General Learning Disabilities

## 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

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

## Children with Different Needs

In Lurga National School, we recognise that physical education is important in the curriculum for students with Special Educational Needs and disabilities.

Many children with SEN experience difficulty with basic co-ordination, balance, left and right orientation, rhythm and spatial and body awareness. These skills can be addressed and improved through physical education. Students who experience difficulties and frustration in academic areas can acquire personal achievement and satisfaction in the physical education curriculum. Physical education is a student-centred curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others. All children will be encouraged to participate in all PE activities through the use of co-operative fun activities.

Teachers will endeavour to support, create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others. They will ensure the participation of children with special needs by planning to include all children in PE activities. We will refer

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks
- Fundamental Movement Skills Teacher and peer checklists
- 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.

### **Equality of Participation and Access**

*(Refer to school's Equality Policy)*

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.

We will endeavour to ensure that all children from third to sixth class will partake in all six strands of the curriculum during their primary education. Aquatics will be provided where possible for a six week block for all First and Second classes each year.

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.

As a staff we will help children to build positive attitudes towards all activities. We will take into account the needs of girls and boys when promoting the health related fitness of children.

<b>General Adaption Suggestions</b>				
<b>Equipment</b>	<b>Rules, Prompts, Cues</b>	<b>Boundary/Playing Field</b>	<b>Actions</b>	<b>Time</b>
-Larger/lighter bat -Use of velcro -Larger goal/target -Mark positions on playing field -Lower goal/target -Scoops for catching -Various balls (size, weight, color, texture)	-Demonstrate 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	-Decrease distance -Use well-defined boundaries -Simplify patterns -Adapt playing area (smaller, obstacles removed)	-Change locomotor patterns -Modify grasps -Modify body positions -Reduce number of actions -Use different body parts	-Vary the tempo -Slow the activity pace -Lengthen the time -Shorten the time -Provide frequent rest periods

### Exceptionally Able Children

Children with exceptional ability/talent for PE will be encouraged and supported 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.











### Assessment and Record Keeping

Teachers 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



**Fundamental Movement Skills from Move Well, Move Often Programme**

<b>Term 1</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
	 <b>GAMES</b>	 <b>OUTDOOR &amp; ADVENTURE</b>	 <b>ATHLETICS</b>	 <b>ATHLETICS</b>
	<ul style="list-style-type: none"> <li>▪ Catching</li> <li>▪ Throwing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Running</li> <li>▪ Hopping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Running</li> <li>▪ Jumping</li> </ul>
	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>
<b>Term 2</b>	 <b>GYMNASTICS</b>	 <b>DANCE</b>	 <b>DANCE</b>	 <b>OUTDOOR &amp; ADVENTURE</b>
	<ul style="list-style-type: none"> <li>▪ Balancing</li> <li>▪ Landing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skipping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hopping</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walking</li> <li>▪ Running</li> </ul>
	<b>May</b>	<b>June</b>	<b>Subject to timetabling</b>	
<b>Term 3</b>	 <b>GYMNASTICS</b>	 <b>GAMES</b>	<b>Aquatics</b>	
	<ul style="list-style-type: none"> <li>▪ Balancing</li> <li>▪ Landing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Side stepping</li> <li>▪ Jumping</li> <li>▪ Kicking</li> </ul>		

We will enter both boys and girls teams in inter-school competitions and where necessary we will take the opportunity to enter mixed teams.

All children are encouraged to participate in school team sports. Selection of school teams are decided by the PE coordinator and teachers.

- The school will participate in the Annual Garda Sports held every October.
- The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances which are an integral part of our Irish culture. This will tie in with our annual "Multicultural Week" & Seachtain na Gaeilge.
- 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.

### Organisational Planning

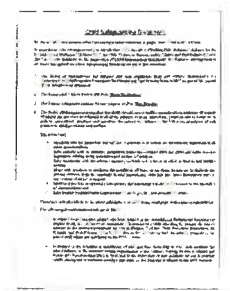
#### **Timetable**

All classes will have two half hour sessions or one hour sessions. Coaching in hurling, gaelic football, soccer, athletics, dance and swimming will be provided by the outside coaches where possible

The school will also use the PE lesson plans prepared by the Primary School Sports Initiative and Move Well, Move Often programme.

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>2</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.
- All outside coaches must have Garda vetting clearance.



## Competitions/Leagues/Games

The school will enter the following:

- Gaelic Football U-10/11/13, Cumman na mBunscoil Competition
- Hurling U-11/13. Mini Sevens
- Athletics Cross Country Competitions
- 5 a side Soccer Tournament
- Inter School Rugby Blitz

The school organises a sports day as well as an athletics day annually. These days generally take place in the third term.

The children will also participate in Active Schools Week annually.

<sup>2</sup> Page 9, Section 1.3, Code of ethics in Irish Sport, Irish Sports Council

## Active School

Lurga National School is striving to become an Active School. The Active School Flag (ASF) is a Department of Education and Skills initiative supported by Healthy Ireland. The ASF is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often. In order to achieve the ASF, we will begin the process by self-evaluating our current provision across three areas: Physical Education, Physical Activity and Partnerships.

The school will facilitate an "Active School Week" whereby the discretionary curriculum time for the period in question is used to promote physical activity for all children in the school encompassing as many of the strands of the PE curriculum as possible. This will take place in April/May. In addition to PE we prioritise physical activity throughout the day during Active school Week. Different activities will be organised for each year group.

## 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

PE Equipment Inventory : June 2022

	Type of Equipment	Quantity
<b>Balls</b>		
	Gaelic Footballs	22
	Soccer Balls	12
	Buntus Balls	6
	Rugby Balls	6
	Basketballs	6
	Small soft balls	18
	Big soft balls	6
	Outdoor Hurleys	6
	Hurling Helmets	6
	Sliotars	15
	Water bottles	12
<b>Cones</b>		
	Extra- large	4
	Large	10
	Medium	10
	Small	4
	Domes	20
	Discs	20
	Bibs	40
	Hoops	20

## PE Equipment

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the post holder (Maureen Casey) for PE and is checked and updated at the beginning of each school year.
- It is stored in a storage shed. The store room 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 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, 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 post-holder) 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 Council through fund raising.
- In order to ensure a PE rich environment, the school will have a dedicated WOW notice board and school website where school and local sporting events will be advertised. The use of pictures and videos will be vital in recording PE activities. The display of these pictures on the sports notice board and school website will give an opportunity to children to see themselves and others in action.
- All internet usage follows the strict guidelines laid down by the school in our Internet Usage Policy & Photography Policy. This covers the use of appropriate software and the access to safe websites

- 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. The First Aid Kit is kept in the staff room and is restocked regularly with items only recommended by First Aid personnel. 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.

### **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 and the specific Fundamental Movement skill as outlined on the yearly timetable. Teachers will select one/two teaching points each week to encourage fundamental movement skill proficiency based on the class level. External providers will be made aware of the FMS to enhance the children's learning.

	Beanbags	30
<b>Mats</b>		
	Yoga mats	19

## 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 ...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 endeavour to 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.



## 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 and Athletics.

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.

## Implementation

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

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

### **Staff Development**

PE current research, reference books, resource materials and websites regarding PE. [www.pcsp.ie](http://www.pcsp.ie) , [www.irishprimarype.com](http://www.irishprimarype.com), [www.activeschoolflag.ie](http://www.activeschoolflag.ie) and [www.pdst.ie](http://www.pdst.ie) have definite links to the curriculum and PE in Ireland and will be shared with all staff.

Teachers can benefit from their interaction with the local sports coaches e.g. G.A.A. who provide coaching in the locality. Any coaches invited into the school will be there to support the teacher with a view to promoting good practice.

### **Parental Involvement**

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

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 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.

## Review

### **Roles and Responsibilities**

The PE post holder will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan be monitored and evaluated every two years.

The following will be consulted in appraising the PE plan

- Teachers
- Pupils
- Parents
- Post holders
- BOM/DES Inspectorate

### Ratification and Communication

The PE plan has been ratified by the Board of Management and parents can inspect the plan in the school office.

Signed:



Date: 20/06/22