



## **SN Tulach Uí Chadhain**

### **School Curriculum Plan** **PE**

#### ***Introduction:***

This policy was drafted by the staff and Board of Management of Scoil Naomh Bríde, Tulach Uí Chadhain. This policy is intended to guide teachers in their individual planning for PE and to support a varied and effective approach to the teaching of PE in accordance with the objectives and principals of the PE curriculum

#### ***Rationale***

Physical Education (PE) 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. They learn to relate to and communicate with each other and to develop self-esteem and confidence. They are encouraged to develop initiative and leadership and to acquire positive attitudes to physical activities. They are helped to make informed decisions concerning a healthy lifestyle.

#### ***Aims:***

This policy aims to support teachers:

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of appropriate 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***

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. Children will take part in the PAWS water programme as part of the Aquatics strand and each child will have the opportunity to attend swimming lessons

#### ***Approaches and Methodologies***

Our teachers use a combination of approaches at various times. We use methods that encourage maximum participation by each child through individual, pair, group and team activities as well as station teaching. They have opportunities to be creative, competitive and co-operative. The role of the class teacher could be defined as giving a broad balanced programme as outlined in

the strands and working out a suitable programme for their class, linking it with other curriculum areas, and evaluating how the child has progressed.

#### Considerations for planning a Class programme:

- Experience of the class
- Variety of teaching methods and approaches
- Time of year that activities may take place
- Integration of strands with other subjects
- Availability of resources
- Involvement of pupils in the organization of PE
- Establishing a code of practice for PE lessons
- Integrating different abilities
- Assessment of pupil progress
- Time to be devoted to each strand

#### *Assessment*

Assessment in PE provides a comprehensive picture of the holistic development of the child, and so contributes to informed decisions about his or her future learning.

Our teachers assess, on an on-going basis, areas such as:

- o Child's willingness to participate in activities
- o Social and personal qualities-fair play, acceptance of losing
- o Their interest, enthusiasm/attitudes
- o Skill level and competence
- o Development of health-related fitness
- o Development of safe practices

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitate communication with other teachers, parents and other professionals. Assessment will take place in accordance with the school's assessment policy.

#### *Multi-Class Teaching*

Children from different classes will be taught together as part of the school's multi-class setting. Teachers will differentiate approaches, tasks and learning objectives as necessary.

#### *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 will focus on the abilities of each child. Activities may be adapted as necessary to allow full inclusion and participation of each and every child. Examples of adaptations that may be made are: Equipment, rules, boundaries, time or actions.

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 they excel in.

### *Linkage and Integration*

Linkage can take place with 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 curriculum there are suggestions where linkage and integration might take place in the PE class.

Language: Children will have the opportunity to discuss and talk about their own and other's performance in PE, the effective use of questioning from the teacher will develop the vocabulary associated with PE.

## **Organisational Planning**

### *Timetable*

The school allocates one hour per week to each class and class teachers collaborate to ensure an appropriate timetable for the use of space and resources. As the school does not have an indoor space for PE, classes will be weather dependent. Should PE classes not be possible, teachers will make the time when appropriate.

### *External Coaches*

External coaches from local or national organisations are invited into the school to work with children as part of their PE class on a regular basis and will be used to support the 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.

### *After-School Activities*

After-school sports activities may be organised by the school or occasionally held at lunchtime. These activities will adhere to the general principles of the PE curriculum and students are expected to abide by normal school rules for their duration.

### *PE Equipment*

Our school has substantial supply of equipment and resources. An inventory of this equipment is available in the PE store. Every effort will be made to maintain a good quality supply of appropriate equipment. Teachers should inform the principal should there not be sufficient numbers or quality of equipment for the delivery of the curriculum. Students and teachers should ensure that equipment is returned to the store after use and kept safely and in the correct place.

### *Health & Safety*

All staff have received at least one First Aid Course. There is a small first aid kit available to be brought out for PE lessons and a larger one in the Staff Room should it be required.

Medical conditions are detailed by parents/guardians on the enrolment form and teachers are informed of these at the beginning of each school year.

Teachers will take into account possible safety risks when planning and implementing a lesson.

### *Staff Development*

Staff will engage with regular CPD in the area of Physical Education. Management will look for opportunities to invite people with particular expertise to hold workshops in the school with both students and teachers where possible

### *Community Links*

Scoil Náisiúnta Tulach Uí Chadhain has strong links with a range of local community organisations and will continue to work to maintain these going forward. They are valuable resource to the school and as such we will endeavour to work with them to provide opportunities to children to engage in a wide range of physical activity both inside and outside of school time. Local GAA, rugby basketball and handball clubs have strong links with the school while we also engage groups in athletics, swimming and Olympic Handball

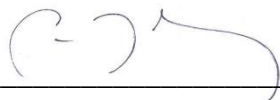
### *Implementation*

The BOM of the school, principal, Post Holders and wider staff will support the implementation of this policy. It is the responsibility of each individual teacher to ensure that their own short and long term planning is in accordance with the curriculum and reflects the principles of this policy. The principal and post holders within the school will monitor its implementation and co-ordinate changes and developments as necessary

### *Ratification and Review*

This policy was adopted by the Board of Management in June 2023 and will be reviewed every 3 years. The policy has been made available to school personnel, published on the school website and provided to the Parent's Association.

Signed \_\_\_\_\_



Date: 21/06/2023

**Chairperson, Board of Management**

Signed \_\_\_\_\_



Date: 21/06/2023

**School Principal**



