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**PHYSICAL EDUCATION (PE) POLICY**

**Title**

This policy was drawn up by the staff and the representatives of Lisnafunchin community. It sets out the approach to teaching Physical Education in the school and will form the basis for the teachers’ short-term and long-term planning. It will also inform new, temporary and supply teachers of the approaches and methodologies used in the school. In Lisnafunchin NS, we value physical literacy and we aim to have children leaving our school with a wide range of skills. We always place an emphasis on skills development, enjoyment and meaningful exercise. Competition is not a focus in PE. The PE policy will help with our Wellbeing Statement for 2025 where we value the importance of physical exercise for physical and mental well being.

In drawing up this document, the following sources were consulted:

* P.E. Curriculum Guidelines
* INTO website
* P.E. Association of Ireland
* Move Well, Move Often (Books 1-3) – PDF

This policy was reviewed over the school year 2024/25.

**Introductory Statement and Rationale**

Physical Education (PE) develops pupils’ physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skillfulness, development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities and preferences, and to make choices about how to get involved in lifelong physical activity.

PE is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. Through a diverse range of experiences providing regular, challenging physical activity, the balanced and harmonious development and general well-being of the child is fostered.

**Physical Education and Sport**

PE and sport, although closely linked, are not the same. Sport is formalised physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops through games and challenges. The focus in the PE curriculum is on the child’s holistic development, stressing personal and social development, physical growth and motor development. Goal-setting, within the curriculum, focuses on individual improvement and not on winning.

**Fundamental Movement Skills**

This resource is intended to contribute to the development of the physically literate child. It has been designed to complement the teaching of the Irish Primary School Physical Education (PE) Curriculum and aims to provide a range of tools to support the teacher in teaching fundamental movement skills (FMS) throughout the primary school. These experiences should lead to a physically literate pupil, who has the movement competence, confidence, and understanding to continue participation in physical activity throughout their lives. (Whitehead, 2016)

It is not intended that the development of FMS replaces the Physical Education (PE) lesson. Rather, it is intended that this skill development is integrated into the PE lesson in line with the overall school plan. In this way, the teacher focuses a lens on skill development within a lesson that is based on one of the strands of the PE curriculum. It is suggested that the teacher introduces a maximum of two teaching points per skill during each PE lesson.

**Considerations**

We have no hall in Lisnafunchin. The staff will try their best to engage with the PE curriculum in the classroom in the event of poor weather.

**Vision and Aims**

**Vision**

In line with the Department of Education & Science’s advice that “… a religious spirit should inform and vivify the whole work of the school”, the Board of Management (BOM) and the staff seek to create a Christian ethos and approach within the school. Children are expected to take part in the whole life of the school.

**Aims**

The aims of the PE curriculum are:

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

**Objectives**

It is hoped that by the end of the child’s primary school career, he/she will have:

* Experienced fun and enjoyable physical activity.
* Understood that all physical activity is of importance to her/his physical wellbeing.
* Positively interacted with other children through physical exercise.
* Participated to the best of his/her ability.
* Understood that it is more important to take part than to win or lose.
* Appreciated the value of her/his peers’ efforts.
* Understood the importance of safety during physical activity.
* Experienced activities, which reinforce his/her self esteem.
* Experienced activities, which progress from gross body movement to games-related skills.
* Become aware of the rest, relaxation and physical activity in her/his daily lives.
* Understood and continued to practice lifestyle habits which enhance his/her health and wellbeing.

**Content of the PE Curriculum**

* Athletics
* Dance
* Games
* Gymnastics
* Outdoor and adventure activities
* Aquatics

**Athletics**

The athletics strand involves the natural activities of running, jumping and throwing. Emphasis is on exploring and experimenting with the basic movements of walking, running, jumping and throwing through a wide range of informal play experiences. There should be a development of the techniques in this area as children progress through the primary school.

**Dance**

This involves the child in creating, performing and appreciating movement as a means of expression and communication. It is concerned with the expressive quality of movement and enjoyment and appreciation of the aesthetic and artistic movements. The programme will involve the child in a range of creative and folk dance. This will involve, in some instances, participation in a dance or appreciating dance as an audience.

**Games**

This strand fosters the child’s tendency to play through informal play activity. It helps to develop basic skills and also to develop social skills while dealing with their feelings. With the progression of working with a partner to “small-sided” games or mini games the child should encounter a variety of games that will develop skills and an understanding of concepts such as possession, teamwork, attack, defense and use of space. There should be opportunities for children to invent their own games. We aim to incorporate playground, co-operative and traditional games when planning this strand. The following games ensure the children experience a wide variety of activities and master many skills that provide enjoyment and challenge, and foster a lifelong interest:

*Hockey / Unihoc*

*Hurling*

*Basketball*

*Soccer*

*Gaelic Football*

*Tennis*

*SpikeBall*

*Tag Rugby*

*Rounders/Cricket*

*Golf*

*Olympic Handball*

**Gymnastics**

This is concerned with the use of movement in a creative way in response to set tasks, individually and with others. Children experience movement on the floor and on a variety of equipment. Each child will have the opportunity to strive for more control over their movement and experience success at a personal level, by engaging in challenging but realistically achievable tasks.

\*We have no hall, but we endevour to engage in the gymnastics programme as best possible.

**Outdoor and Adventure Activities**

This strand involves walking, cycling, camping and water-based activities, orienteering and outdoor challenge activities (trust and co-operative activities, group problem-solving exercises and physical challenges). These activities, mainly non-competitive, offer alternative avenues for achievement and encouragement to adopt a healthy life-style based enjoyment and appreciation of the outdoors. Many of the activities take place in the school grounds or in the neighbouring Discovery Park and some may involve visiting an outdoor centre. The school takes part in various PE initiativies and this varies from year to year e.g GAA/FAI facilitators, gymnastics, dance, skipping, etc.

**Aquatics**

In this programme children will be enabled to gain competence and confidence near, in, under and around water. Each child should enjoy the sensation of buoyancy, and this emphasis of enjoyment will be maintained as proficiency in specific techniques, including learning to swim a stroke or a variety of strokes. Emphasis will be placed on water safety as it permeates all aquatic activities. The aquatics programme can be implemented progressively at whatever stage the child begins water-based activities.

**Assessment and Record Keeping**

**Assessment**

Assessment is an integral part of the teaching and learning process in PE, as in other areas of the curriculum. Assessment is carried out on an on-going basis by all members of staff. Among the assessment methods used are:

* Teacher observation
* Teacher-designed tasks
* Curriculum profiles in physical education

Information gained from the assessments is communicated to parent/guardians, other teachers and in some cases specialist professionals e.g. Occupational therapist and Physiotherapists. This information is recorded in pupils’ files and is updated regularly to ensure continuity and progress.

**Record Keeping**

Record keeping takes many forms in PE:

* Weekly PE plans
* Cuntas Míosūil
* Yearly PE plans (Whole School)
* Pupils’ school reports (recording attitude and achievements)
* ABC Movement
* Belfield Infant Assessment Profile

**Multi-Class Teaching**

The Collaborative Teaching approach, fully supported by the parents/guardians and sanctioned by the BOM, allows for greater flexibility in teaching PE. This model caters for individual age/ability differences, teacher expertise and allows small group/single class/double class teaching.

**Children with Different Needs**

In this school, any child with physical or special needs will experience the enjoyment of participation and progression through each stage of the physical education curriculum, according to his/her ability.

Children with gross motor/fine motor difficulties will be identified as early as possible. The NEPS continuum of support approach is used and an assessment by an occupational therapist may be recommended. SNA support is also available to cater for pupils with fine/gross motor needs. This is normally co-ordinated by a SET.

A child who is gifted should be challenged by tasks appropriate to his/her ability. On the other hand, a child whose rate of progress is slower may need to have skills, activities or equipment modified.

When planning for different abilities, the following strategies are considered:

* Applying different levels of difficulty to tasks
* Setting a common task, but allow children to operate at different levels
* Placing an emphasis on a variety of strands, strand units or activities within a strand, thus creating a balance in the selection of activities and catering for different abilities
* Grouping children by gender, ability, age, size etc.

**Co-operative & Competitive Sport**

The students in the school take part competitvely in

* Hurling
* Gaeilic
* Soccer

The emphasis in all competitions is given to game time and enjoyment. The emphasis is not on winning, the emphasis is on participation, fun and skills development

**Equality of Participation and Access**

It is important that all children are valued equally and are treated with the highest level of respect. Their personal dignity and physical integrity are paramount and participation in physical education should enable them to derive maximum benefit from the PE Curriculum. (c.f. Gender Equality Policy)

**Linkage and Integration**

Through involvement in physical activities, children are presented with many opportunities to think, plan, remember, discuss, assess and solve problems, make decisions and use their judgments. These are skills that are relevant across the curriculum.

**Social, Personal & Health Education (SPHE)**

Movement has the potential for providing, extending and enhancing children’s personal and social capabilities, for example in situations that call for interaction, sharing, turn taking, leading and following, collaboration, negotiation, responsibility and use of language. The emphasis in the PE curriculum to promote positive attitudes toward physical activity complements the strand unit ‘Taking care of my body’. Engaging in outdoor activities can be linked with ‘environmental awareness and care’. Games and athletics provide opportunities to learn to accept rules and decisions and to help develop a sense of fair play, which the strand unit ‘Relating to others’ also explores. The aquatics section promotes safety and hygiene, also covered in SPHE.

**Language**

The use of varied movement vocabulary, listening to directions, descriptions of movements, discussions of rules and writing about outdoor activities all help to develop language. Poetry, stories and songs may be used with the dance strand.

**Maths and Science**

Physical activity develops an understanding of shape, space and measures in a practical context. Through movement children experience and begin to understand forces and motion, and the effects of exercise on the body.

**Social, Environmental & Scientific Education (SESE)**

The development of geographical skills is promoted in outdoor activities. The origins of dance music, history of games/ sports and local, national and world sporting events may be explored.

*World Cup*

*Olympics*

*GAA*

*Special Olympics*

*Arts Education*

PE may enhance drama, visual arts, poetry lessons.

**Gaeilge**

Ba chóir an Ghaeilge a shníomh isteach go nádurtha agus de réir a chéile do na ceachtanna corpoideachais m.sh….

* bainsteoireacht ranga a dhéanamh trí Ghaeilge
* gnáthordaithe a thabhairt
* ceisteanna a chur
* damhsaí a mhúineadh
* foclóir a bhaineann le lúthchleasaíocht

**Organisational Planning (*c.f. Appendix A )***

* One hour a week is allocated to each class group
* School yard

\*We do not have a school hall, teachers manage wet weather conditions as best they can and provide movement breaks in the classroom where applicable.

**Involvement of Pupils in the Organisation of P.E.**

Pupils are encouraged, where appropriate, and under the guidance of the teacher, to be active in organizing lessons. Safety should always be an underlying issue.

* Children at all class levels may be involved in getting, laying out and putting away the equipment for some lessons.
* Children from 3rd to 6th classes are encouraged to devise and present warm-ups / cool downs
* Senior pupils may devise simple orienteering exercises, maps etc for younger classes.

**Code of Ethics**

Reference should be made to School’s Child Protection Policy and also The Irish Sports Council ‘Code of Ethics and Good Practice for Children’s Sport’ by all adults involved in PE instruction.

**PE Equipment and ICT**

Information and communication technologies are used to supplement and research specific areas within the PE curriculum.

* The internet is used to gain information on many P.E. activities, sporting organizations and aspects of sport.
* Data bases may be used to record P.E. activities, leagues etc within the school.
* Resources to supplement various P.E.activities eg.orienteering control cards may be designed on the computer and printed out for use by all classes.

Appendix B – Inventory of PE equipment

Appendix C – Books and reference materials

PE equipment is stored in outside shed.

**Health and Safety**

Please refer to school’s Health and Safety Policy.

**Individual Teachers’ Planning and Reporting**

* Daily notes
* Fortnightly/weekly planning
* Cúntus Míosúil
* Individual Educational Plans (IEP)
* Continuum of Support documents
* Yearly plans
* Parent/Teacher meetings
* IEP meetings
* Meetings with outside agencies

**Staff Development**

Staff members value PE and prioritise skills development/progression and inclusion for all pupils. Teachers share expertise and materials (books, internet, etc), attend in-service, local training, seminars, summer courses to update their teaching skills.

**Parental Involvement**

Parents/guardians, PTA Association, and the Board of Management (BOM) help finance the implementation of the PE curriculum. Fundraising/sporting events are held throughout the year. Parents support the pupils/school by attending sporting fixtures and events. A Sports Day is organized in the summer term. Copies of the policy are available to parents on request.

**Community Links**

* Conahy Shamrocks GAA
* Castlecomer Community School
* Deen Celtic Football Club
* FAI
* Kilkenny GAA

**Success Criteria (c.f. Appendix D )**

**Implementation**

*Roles and Responsibilities*

All staff members value PE as an integrated part of each child’s learning.

**Review**

*Roles and Responsibilities*

All staff attend staff meetings and implement this policy as part of their teaching duties.

**Timeframe**

The BOM undertakes the responsibility to review and amend this policy when necessary, following staff/In-School Management (ISM)/Principal’s report.

**Ratification and Communication**

This policy will be ratified by the Board of Management.

A copy of the policy is available in the school office and/or on request from a parent/guardian.

**This Physical Education (PE) Policy was ratified by the Board of Management (BOM) at its meeting on**

**Signature of Chairperson (BOM) *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Date**

**Appendix A**

**YEARLY TIMETABLE FOR PHYSICAL EDUCATION**

**1st-6th go Swimming in Term 2 annually**

**Strands: Athletics-Dance-Gymnastics-Games-Outdoor and Adventure activities-Aquatics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class** | **Sept-Oct** | **Nov-Dec** | **Jan-March** | **April-June** |
| **Infants** | **Games** | **Gymnastics****Dance** | **Dance****Gymnastics** | **Outdoor & Adventure activities****Athletics** |
| **1st & 2nd** | **Co-operative Games** | **Games & Stations****Gymnastics** | **Athletics****Dance** | **Athletics****Outdoor & Adventure activities** |
| **3rd & 4th**  | **Games, Skills development & mini games****Athletics** | **Athletics** | **Games****Basketball**Unihoc**Soccer****Gaelic football****SpikeBall****Dance** | **Athletics****Outdoor & Adventure activities****Rounders** |
| **5th & 6th**  | **Athletics** | **Hurling** | **Basketball****Unihoc****SpikeBall****Soccer****Games****Gaelic football****Adventure activities****Badminton****Dance** | **Athletics****Rounders/Cricket** |

**Appendix B**

Suggested list of equipment for physical education

Tennis balls

Vinyl balls of varying sizes

Coated foam balls (for use with racquets)

Plastic hoops

Canes

Skipping ropes

Beanbags

Quoits

Plastic cones, multi markers or space markers

Plastic racquets, wooden play bats

Hockey sticks, uni-hoc sticks

Wooden batons

Plastic or wire containers

Ball-carrying nets

Chalk

Stop-watch

Outdoor Music System

Hoops

Plastic cones multi markers or space markers

Orienteering markers

1 parachute

Assorted balls

3 agility ladders

Targets

Stepping stones

10 Soft touch/non-sting volleyballs

Balance beams

Wobble Boards

Multi-purpose nets (volleyball, badminton, tennis)

Long jump sand pit

Lined yard

School jerseys and shorts

Bibs

Catalogues available from various suppliers

19. Fit for Life 1 - **The University of Hull**

20. Fit for Life 2 - **The University of Hull**

**Appendix E**

**Review of PE on \*\*\*\***

 **Appendix C Review of PE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Progressing Well** | **Satisfactory** | **Requires Attention** |
| Teacher Planning √* Long-term
* Short-term
* Cuntus Miosuil
* Timetabling
 |  |  |  |
| Athletics |  |  |  |
| Dance |  |  |  |
| Gymnastics |  |  |  |
| Games |  |  |  |
| Outdoor/Adventure Activities |  |  |  |
| Aquatics |  |  |  |
| Resources |  |  |  |
| Use of Environment |  |  |  |
| Assessment |  |  |  |
| Meeting Pupils Needs* Special Needs
* Physical Literacy Needs
* ‘Gifted’
* Reluctant participant
 |  |  |  |
| Health/Safety Issues |  |  |  |
| Integration |  |  |  |
| Parental Involvement |  |  |  |
| Variety of Approaches/Methodology |  |  |  |
| Code of Ethics re Coaches |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Are we promoting the following?**  | **What is working well in each of these areas?** | **Which areas could be improved on?** |
| Enjoyment and play |  |  |
| Maximum participation |  |  |
| Development of skills and understanding |  |  |
| Balance between competitive and non-competitive activities |  |  |
| Balance between contact and non-contact activities |  |  |
| Opportunities for achievement for each child |  |  |
| Equal opportunities for boys and girls |  |  |

From this list prioritize a realistic number to work on and develop action plans to progress them.