



PE PLAN

First written: December 2012
Reviewed May 2020

Introductory Statement

The plan was initially formulated by the school in 2012 and was further developed & reviewed in May 2020. It is aimed through this plan, drawn up in accordance with the PE curriculum, to set out our approach to the teaching and learning of PE.

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 optimum learning opportunities for the children in our school by maximising active learning experiences and approaches, which benefit each individual child. In line with our continued commitment to wellbeing as a school, we endeavour to promote pupils' engagement in & enjoyment of physical activity, thereby contributing to their overall sense of wellbeing.

Vision

Glasnevin ETNS supports the importance of P.E. as part of the holistic development of the child. We strive to support the P.E. curriculum and to realise the potential of every child at our school.

Aims:

We envisage that in Physical Education each child will be given the opportunity to develop their physical skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment. The planning and management of the Physical Education curriculum in our school will always have the children as the focus of attention through the provision of a broad, balanced, and well differentiated programme of physical activities.

We endorse the aims of the Primary School Physical Education Curriculum, which are:

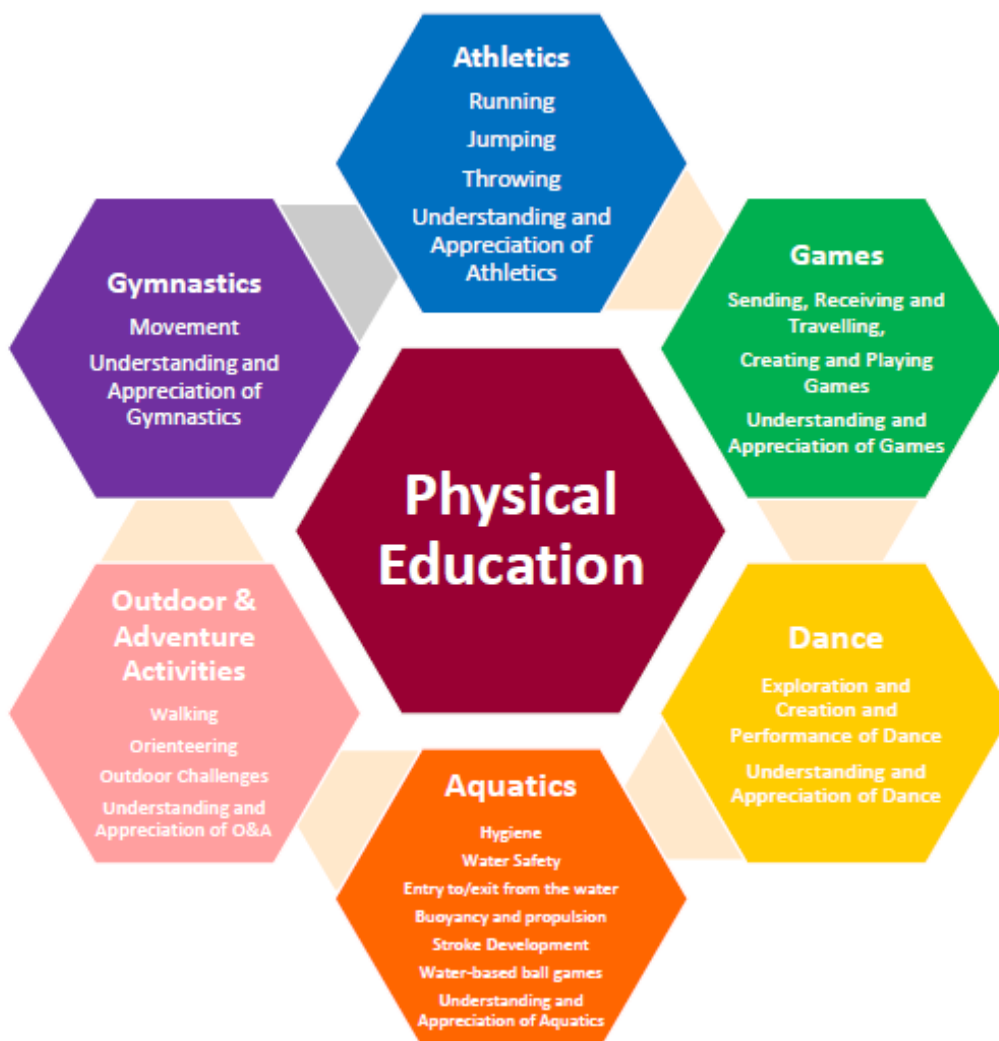
- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities
- To help in the acquisition of an appropriate range of movement skills in a variety of contexts

- 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.

We also recognise the importance of:

- enjoyment and play
- maximum participation of 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
- provide children the opportunity to participate in all activities, irrespective of gender

**Curriculum Planning for Physical Education
Strand & Strand Units**



The PE curriculum is organised into the six strands shown above. These strands and strand units can be found on the following pages of the [Physical Education Curriculum](#)

- * 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

In planning for teaching PE, teachers will be guided by the [PE Curriculum Teacher Guidelines](#) and will also use the PE lesson plans prepared by the Primary School Sports Initiative - [PSSI Lesson Plans](#) and the PDST [Move Well, Move Often](#) Physical Literacy Resources.

Approaches and Methodologies

Teachers use a combination of the following teaching approaches:

- Direct teaching approach
- Guided discovery approach
- Integration

Teachers use methodologies that encourage maximum participation by the child such as individual, pair, group and team work, station teaching or using a play area divided into grids. Teachers can refer to the exemplars as outlined in the curriculum p. 41-101

Assessment and Record Keeping

The teachers in the school constantly assess in the P.E. lessons delivered as we identify progress and difficulties. We will assess:

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence of a child in carrying out an activity
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group activities
- [Fundamental Movement Skills](#) as outlined in the 'Move Well, Move often' program

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

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-specific endeavours.

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitates communication with other teachers, parents and other professionals.

- Assessment for learning to provide feedback to children, improve learning and inform practice.
- Assessment of learning which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and children themselves.
- Assessment as learning involves teaching the children how to self-assess and peer assess.

The assessment criteria used for each activity forms part of class and school planning. Teachers may decide to encourage children to use a PE Journal to guide Self-Assessment. Teachers can refer to the PDST teacher checklists, peer observation checklist and Individual Assessment Profiles from the Move Well Move Often website and resource pack, see link for details: [Assessment Tools](#)

Children with Different Needs

We are mindful of the distinct role PE can play in the harmonious development of each and every child. As such we will strive to ensure that all children have the opportunity to experience a rounded physical education and development.

In order to make our PE curriculum inclusive and accessible, the following ideas may be considered when planning for inclusion of pupils with disabilities and Special Educational Needs:

- Skills, concepts and activities will need to be redefined and broken down into progressive stages to meet the varying abilities of these pupils.
- Learning expectations should be reasonable in meeting the balance between familiar and unfamiliar skills and activities.
- Realistic targets should be set, appropriate activities and equipment should be chosen, and sufficient time should be given to bridge the gap between applying familiar skills and learning and applying new skills and concepts.
- Positive reinforcement should be given frequently, the ability of the pupils should be emphasised, and appropriate activities should be provided in order to improve the self-esteem and confidence of these pupils.

- All teachers are familiar with the [Draft Guidelines for Teachers of Students with General Learning Difficulties](#) produced by the NCCA and will consult these guidelines as appropriate.

Children with exceptional ability or 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.

Equality and Participation and Access

In accordance with the ethos of Glasnevin ETNS, equal opportunities will be given to all children regardless of gender, ethnic background, additional learning needs or socio-economic status across all strands of the P.E. curriculum. As a staff we will help children to build positive attitudes towards all activities.

Linkage and Integration

Many of the broad objectives of PE, such as the development of self-esteem, confidence, cooperation and spatial awareness, are shared with other curricular subjects. Within PE, it is through learning opportunities provided in the various aspects of movement that these objectives can be achieved. The transfer and reinforcement of learning from other areas of the curriculum can be achieved when PE is integrated with other subjects.

Linkage can take place within the physical education curriculum because 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.

Integration of PE with other subjects is planned and organised at a class level. In this way the activities can be adapted for the needs of the class. Theme based activities can also be planned and organised at a class level.

Timetable

- Each class will have one hour of PE per week. This may be divided into two separate half hour periods.
- Below is the grid used for all classes. (Sample grid used in 2019/2020) Fundamental movement skills are changed each year and dates are amended depending on the school calendar to ensure each strand is given equal attention.

September - 11 th October	14 th October 29 th November
 GAMES	 GYMNASTICS
Catching	Jumping for height
2 nd December - 24 th January	27 th January – 6 th March
 DANCE	 AQUATICS
Skipping	-----
9 th March – 1 st May	4 th May – 19 th June
 OUTDOOR & ADVENTURE	 ATHLETICS
Walking	Throwing

- There is a block of time allocated for visits of 2nd-4th class to the Ballymun Sports & Fitness Centre swimming pool to develop the pool-based aspects of the Aquatics strand. Class teachers from each other class will spend this additional 6 week block focusing on a strand they feel would benefit their pupils.
- Teachers of each class will ensure that the strand unit *water safety* is covered.
- At least one class group each year will be taught the Land PAWS programme (Irish Water Safety) to support the delivery of the Aquatics strand (as per Active School Flag requirement). [PAWS Water Safety Programme](#)

After School Activities

After school clubs are provided in areas including:

- Dance
- Athletics & Games
- Soccer
- GAA

The school is involved in inter-school competitions for sports including; soccer, hurling and Gaelic football. The school also enters the annual Cumann na mBunscol Athletics competitions. The track and field events are organised by Morton Stadium each May / June. The school participates in long-jump, hurdles, shot put, long run, relay and sprint. In Gaelic Football games take place in away pitches organised by local schools and on Na Fianna pitches on Ballymun Road. Similarly, soccer games take place in away pitches organised by local schools and 'home games' take place in Albert College Park.

These activities adhere to the general principles of the P.E. curriculum of the school as follows:

- The importance of enjoyment and play
- The development of skills and understanding
- A balance between competitive and non-competitive activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for boys and girls

**After school clubs and school events & competitions are subject to change.*

Code of Ethics

- 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 where this will lead to maximum benefit for the children in the class.
- All teachers & coaches working in the school context will be expected to adhere to our school's Child Protection Policy. They should always ensure that they treat children with dignity and respect and that the self-esteem of children is enhanced. All adult actions in sport should be guided by what is best for the child & carried out in the context of respectful & open relationships.

Equipment

- Our school has a detailed inventory of equipment and resources available for PE. This list will be checked and updated by the PE post holder at the beginning and end of each school year.
- The equipment is stored in our PE store room in the school. Each teacher has the responsibility 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.
- In order to ensure a PE rich environment, the school has a dedicated PE noticeboard and school website with a link for Active Schools where information about PE & physical activity in our school can be found.
- Equipment is purchased by the school when it is needed; funds are provided by the Board of Management. The school will also apply for equipment from different organisations who give free equipment to schools.

ICT

- ICT will be used to supplement and research specific areas within the P.E. curriculum as children complete units of work.
- School ipads may be used by pupils under supervision from the class teacher as a tool for self-assessment and peer assessment.
- All internet usage follows the strict guidelines laid down by the school in our School's ICT (Educational Technological Usage) Policy.

Health and Safety

Issues identified as being health and safety issues in a PE context include warm-up at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard, procedures for dealing with accidents ...etc.

It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards they cannot remove all risks due to the physical nature of the subject. When engaging children in PE all members of staff will ensure that the following safety aspects will be 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.
- 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 psychologically ready for.

First Aid

- There will be at least one person on staff with a current First Aid qualification and the BOM will fund the course fees.
- A first aid kit is kept in the PE storeroom and is restocked regularly with items recommended by First Aid personnel.
- A portable kit is also available when children are participating in PE/competitions outside the school grounds.
- The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. These are then transferred to a central file on our Aladdin software system and teachers are made aware of any cases they need to be vigilant of.
- Their parents/guardians will be contacted in emergency situations and if necessary, their family doctor.

Individual Teachers' Planning and Reporting

The whole school plan and the curriculum documents for PE lay out the structure and format that teachers follow in addition to the aims and objectives of the primary school curriculum. While these documents are important for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to your own class level and experience.

- Parents are informed of children's progress at PE at parent teacher meetings and in end of year report cards.
- Teachers plan based on the strands and the specific Fundamental Movement Skill as outlined on the yearly timetable. Teachers 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.
- The P.E. post holder will update staff on developments in PE, current research, reference books, resource materials and websites dealing with P.E.
- Our school's Active School Flag journey will ensure that the school is continually developing and improving its approach to delivering a balanced, positive, energetic curriculum to its pupils in the most effective way possible.

Staff Development

- The school has a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum and we endeavour to build on it. Relevant resource material will also be shared in the PE folder on the shared school drive. The resource library & shared resources will be updated regularly.

- Our two teachers leading the ASF process attended Move Well Move Often Seminars and Active Flag Training in 2019-2020. The school received the Move Well Move Often resource pack and it was added to our resource library.
- Any staff members attending additional courses relating to physical education will be encouraged to share their new ideas with the rest of the staff. Like all other areas of the curriculum, time is allocated at each staff meeting for regular updates to all staff on the different areas and initiatives that are taking place inside and outside school e.g.: Active School Programme.

Parental Involvement

- We ask all parents to support their children to participate in all strands of the PE curriculum. Support for PE/active homework is also encouraged.
- 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 when opportunities arise.
- We outline the benefits of the PE curriculum and stress the difference between PE and sport and encourage them to become involved in our pursuit of an Active Schools Flag or any initiative we organise.
- Parents can support the child in fostering interest in physical education without putting undue pressure on children to always win by supporting the implementation of the balance of competitive and non-competitive activities.
- Parents are invited to observe children's participation and achievement in PE, at the annual Sports Day and extra-curricular events.

Community Links

We seek to avail of the support of national governing bodies, local clubs or groups to support the physical education plan.

- We link with the community whenever possible.
- We will endeavour to 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.
- We display local sports groups & clubs on our sports notice board and school website to allow the children to avail of such facilities.

Our school has developed community links with local sports organisations and facilities: Na Fianna GAA club, Sports & Fitness Ballymun, North Dublin Health Promotion/Improvement Officer, Sports Inclusion Development Officer, Fingal Sports Office, DCU School of Health and Performance, Leinster Rugby, FAI Schools Soccer.

We will endeavour to widen this group.

Success Criteria

When reviewing our plan, we will take into consideration, the following points:

- The importance of enjoyment and play.
- Maximum participation by all children.
- The development of skills and understanding.
- A balance between competitive and non-competitive activities.
- A balance between contact and non-contact activities.
- Providing opportunities for achievement for each child.
- Providing activities equally suitable for all pupils.
- The implementation of new initiatives and improvements to our current practices as per the requirements of our Active Schools Flag programme.

The success of this plan will be measured using the following criteria:

- Teacher/parent/community feedback.
- Children's feedback regarding the activity level, enjoyment and skill development of the classes.
- Continuity of content and methodology will be evident in teachers' preparation and monthly reports
- Feedback/ Input from the Active Schools Flag Facilitators & PE post holder

Implementation

Roles and Responsibilities:

Class teachers are responsible for the implementation of the PE programme for their own classes. The current Post Holder supports the implementation of the PE programme and is responsible for ensuring teachers have the necessary resources

Timeframe & Review:

Progress made during the school year will be reviewed at ISM and Staff meetings. This plan will be reviewed after three years.

Continuing pursuit of the Active School Flag will require Principal, PE Postholder, Teachers, Pupils, Parents and Board of Management to all play a consistent and valuable role in informally reviewing & evaluating our plan on an ongoing basis

Ratification and Communication

This plan was ratified by the BOM on

The plan was communicated to teachers and implemented in classes from September 2020

It will be available for the wider school community on our school website.



Aquatics Policy

Aims

- To enable pupils to acquire basic swimming skills while they are at Glasnevin E.T.N.S.
- To promote children's enjoyment, understanding & appreciation of aquatics
- To comply with the requirements of the Revised Curriculum in aquatics.
- To provide clarity of rules and responsibilities.

Rationale

Our school values both the physical and psychological development of each child. Believing that a healthy body promotes a healthy mind, the school arranges for a six week course of swimming lessons in the Ballymun swimming pool for pupils from 2nd-4th class during the school year.

Procedures and Guidelines

- Each pupil will have the opportunity to attend a term of six weeks of swimming lessons annually from 2nd to 4th Class.
- Parents will cover the cost of the course and also that of the transport to and from the pool.
- All children attending swimming should wear clothing which they can manage themselves. Swimming togs may be worn under clothing coming to school.
- Each child must have a suitable bag to carry his/her swimming gear such as a sports bag or similar type of bag with a secure zip or other fastening.
- Generally, children who do not have special needs will have sufficiently developed personal care skills to manage changing/dressing with ease. Children with special needs and who have been granted access to a Special Needs Assistant (SNA) will be assisted by the SNA. Where direct assistance is needed to change into swimming gear, specific parental consent must be received in writing.

As per our Child Protection Policy, where assistance is needed for changing, this will be done in the communal area and with the consent of parents. Under no circumstances will members of staff/volunteers be expected to or allowed to dress/undress a child unsupervised in a cubicle/private area. In such situations where privacy is required, the parents/guardians of the child will be asked to assist the child. Parents must assist their own child only and not assist other

children. Where assistance is required for changing, two adults must present in the communal changing room.

- The SNA is not required to enter the water with the child. It is the responsibility of the instructor, be it an individual or group instructor to teach the special needs pupil their swimming lessons.
- Two adults will be present outside the dressing room to supervise the children before and after the swimming lesson.
- It is the responsibility of the swimming instructor to decide on what swimming group level each child should be swimming with. This is determined at the first week of the swimming lesson term. The class teacher does not determine what level each child should swim with.
- All items brought to the pool should be clearly labelled with the child's name.
- Each child must have their own togs, towel, goggles, hair brush (if necessary) and swimming hat, all of which should be marked.
- While in the pool, pupils must endeavour to follow the instructor's orders at all times and comply with the School Code of Behaviour.
- Children are required to comply with the School Code of Behaviour throughout any outing to the swimming pool.
- Teachers will remain on the viewing deck during the lesson in order to supervise the overall group and pupils who may need to use the toilets during the lesson.
- Pupils will be accompanied by and supervised by a teacher on the way to and from the pool. Pupils will travel by bus to the pool and the teacher will provide supervision before and after the swimming lesson.
- Should a child be unable to attend one lesson due to ill health or any other reason, a letter must be given to the class teacher and he/she will travel with the class to the pool and remain under the supervision of the class teacher for the duration of the lesson.
- There is not enough time to fully dry children's hair with a hair dryer. Therefore, it is recommended that a silicone hat should be worn and girls with long hair should wear their hair tied up for the day.

Instructional Arrangements

- The school will organise the swimming programme for all classes from 2nd to 4th Class.
- Instruction in the pool will be provided by qualified instructors.

Health and Safety

- Staff will follow the guidelines of our own Health & Safety and Child Safeguarding Statement policies at all times.
- Pupils are required to behave at all times in a manner that ensures the safety of all involved in school swimming and comply with the School Code of Behaviour.
- Parents/guardians will receive a standard letter providing information on school swimming before their child starts their swimming term.
- All pupils must have a signed permission slip by a parent in order to participate in swimming lessons. Failure to provide this signed permission slip means that the child cannot participate.
- The pool will be provided with information regarding any child with a Special Educational Needs, or medical diagnosis that may compromise their safety at swimming, eg. Epilepsy, diabetes.
- If any injury or accident occurs at the pool. The lifeguard on duty will attend to the injury. Any incident reports completed by the swimming pool staff will be copied and brought back to the school.
- School staff will stand in the link corridor outside the dressing rooms and to supervise from the slightly ajar door of the shared changing rooms from where s/he will be able to hear the children.
- Pupils may also choose to use individual changing cubicles if they wish (in close proximity to the communal changing room).
- Staff from the school who are supervising swimming will communicate any concerns regarding health and safety of the pupils to the swimming pool staff and the school management.

Success Criteria

Our Swimming Policy will be seen to be working well when:

- The school community are clear about and are committed to the principles that are outlined in this policy and correct procedures are being implemented.
- Positive feedback from members of the school community (teachers, pupils, SNAs, parents) is received.
- Positive feedback from Sports and Fitness Ballymun (Swimming) Centre is received.

Roles and Responsibilities

- The Board of Management, Principal, teachers, SNAs have both a role and a responsibility in successfully implementing this policy.
- The policy will be monitored and evaluated on an ongoing basis.

Timeframe & Review

Progress made during the school year will be reviewed at ISM and Staff meetings. This plan will be reviewed after three years.

Ratification and Communication

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The plan was communicated to teachers and implemented in classes from September 2020

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