



# **Physical Education Whole School Plan**

## **Introductory Statement and Rationale**

### **Introductory Statement**

This document is a statement of the aims and objectives, principles and strategies for teaching and learning of P.E. in Liosmor Mochuda National School. The games for each strand/strand unit are chosen by Class Teachers while keeping in mind the curriculum at all times. The Class Teacher will employ suitable differentiation to ensure the curriculum is accessible to all levels of understanding.

### **Rationale**

PE provides children with learning opportunities through the medium of movement. Through PE, we aim to help children develop physically as well as socially, emotionally and intellectually. This plan describes the place which we give to PE in our school, which is to support children in every aspect of their life and development. This plan describes the way in which we use PE to achieve that goal, our agreed approach to teaching PE and the content of the programme of the curriculum at each year level. This document will also serve as a basis for each Class Teacher's long and short term planning. It will also serve as a source of information for parents and Board of Management.

### **Vision and Aims**

#### **Vision and Link to Ethos**

We envisage that through PE, children 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 PE curriculum in our school will always have the children as the focus of attention through the provision of a broad, balanced and differentiated programme of physical activities.

#### **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**

#### **Broad Objectives**

When due account is taken of intrinsic abilities and varying circumstances, the PE curriculum should enable the child to:

#### **Social and personal development**

- experience enjoyment and achievement through movement
- interact and co-operate sensitively with others, regardless of cultural or social background or special needs
- develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement

- develop an understanding of fair play and team spirit through participation and competition
- develop positive attitudes towards participation in movement activities
- experience adventure and challenge

### **Physical and motor development**

- develop strength, speed, endurance and flexibility through engaging in a wide variety of activities
- develop agility, alertness, control, balance and co-ordination through movement
- develop personal competence in the athletic skills of running, jumping and throwing
- perform dances with confidence and competence, including simple folk and Irish dances
- develop personal competence in a range of gymnastic movements
- develop personal competence in the games skills of sending, receiving and travelling using a variety of equipment, and to apply these skills in games situations
- apply the skills needed to live and move with confidence in the environment, build water confidence near, in, on and under water
- develop personal competence in a variety of strokes and water agility

### **Knowledge and Understanding**

- develop an understanding and general knowledge of movement activities and derive benefit as a participant and as a spectator
- develop an understanding of travel and weight-bearing as the basis of efficient body management and control, both on the floor and using apparatus
- experience and develop an understanding of the use of space, speed, effort, direction and level in the performance of actions
- develop an understanding of the appropriate basic rules, tactics and strategies of movement activities
- observe, discuss, analyse, interpret and enjoy the performance of movement together
- record and interpret information on achievement in movement activities
- be inventive, make decisions, solve problems and develop autonomy through movement activities
- participate in and develop a knowledge, understanding and appreciation of cultural activities through movement
- develop an appreciation of and respect for the environment through participation in activities outdoors

### **Creative and aesthetic development**

- use the body as a means of expression and communication, using a range and variety of stimuli
- create and perform routines create and play simple games
- develop artistic and aesthetic understanding within and through movement

### **Development of health-related fitness**

- maintain and enhance health-related fitness through vigorous activity that helps to promote a healthy lifestyle
- understand and practise good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

### **Development of safety**

- adopt safe practices in all physical activities.

## **Approaches and Methodologies**

Among the teaching approaches we will use for teaching PE are:

- the direct teaching approach
- the guided discovery approach
- integrated approaches

In every strand, children will be given opportunities to:

- become skillful and intelligent performers
- acquire and develop skills, performing with increasing physical confidence and competence
- learn how to select and apply skills
- develop their ideas in a creative way
- set targets for themselves and compete against others individually and as team members
- understand what it means to persevere, succeed and acknowledge the success of others
- take the initiative, lead activity and focus on improving aspects of their own performance
- We will use methods that encourage maximum participation by the child through group work
- individual, pair, group and team play- younger children and special educational needs children will need more individual attention
- station teaching – groups moving around different stations and having one teaching station
- using a play area divided into grids-groups of children stay in grids and the activities within the grids are differentiated

### **Structure of a PE Lesson**

Most of our lessons will follow the following pattern:

- Warm up – including dynamic stretching
- Main activity – skills development
- Cool down – including static stretching

### **Most lessons will aim to include Fundamental Movement Skill**

#### **Games**

- Sending, receiving and travelling
- Creating and playing games
- Understanding and appreciation of games

#### **Outdoor and Adventure activities**

- Walking, cycling and hiking activities
- Orienteering
- Outdoor challenges
- Water-based activities
- Understanding and appreciation of outdoor and adventure activities

#### **Aquatics**

- Hygiene
- Water safety
- Swimming
- Entry to and exit from the water Buoyancy and propulsion

- Stroke development
- Water-based ball games

### **Understanding and Appreciation of Aquatics**

This strand is carried out from 3rd to 6th Class in Term 3 for 6 weeks

#### **Athletics**

- Running
- Jumping
- Throwing
- Understanding and appreciation of athletics

#### **Dance**

- Exploration, creation and performance of dance
- Understanding and appreciation of dance

#### **Gymnastics**

- Movement
- Understanding and appreciation of gymnastics

**Two Year outline of strands and fundamental movement skills:**

# LMNS Whole School PE Plan

## YEAR 1

<b>Term 1</b>	<b>Month</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
	<b>Strand</b>	Games	Athletics	Outdoor & Adventure	Dance
	<b>FMS</b>	Walking	Throwing	Running	Side Stepping
<b>Term 2</b>	<b>Month</b>	<b>January</b>	<b>February</b>	<b>March</b>	
	<b>Strand</b>	Gymnastics	Gymnastics	Dance	
	<b>FMS</b>	Landing			Side Stepping
<b>Term 3</b>	<b>Month</b>	<b>April</b>	<b>May</b>	<b>June</b>	
	<b>Strand</b>	Games	Athletics	Outdoor and Adventure	
	<b>FMS</b>	Striking with the hand	Hopping	Walking	

## YEAR 2

<b>Term 1</b>	<b>Month</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
	<b>Strand</b>	Games	Athletics	Outdoor & Adventure	Dance
	<b>FMS</b>	Skipping	Jumping	Dodging	Hopping
<b>Term 2</b>	<b>Month</b>	<b>January</b>	<b>February</b>	<b>March</b>	
	<b>Strand</b>	Aquatics	Aquatics	Dance	
	<b>FMS</b>	Kicking			Hopping
<b>Term 3</b>	<b>Month</b>	<b>April</b>	<b>May</b>	<b>June</b>	
	<b>Strand</b>	Games	Athletics	Outdoor and Adventure	
	<b>FMS</b>	Striking with an Element	Catching	Throwing	

### Linkage and Integration

#### Linkage:

Wherever possible, teachers will explore the possibility for linkage across the PE Curriculum. Study of each unit will provide opportunities for the simultaneous development of skills and concepts in other areas of the curriculum.

**Integration:**

We will seek opportunities for integration across PE and other curricular subjects.

A list of possible integrated themes are as follows:

Gaeilge: Treoracha a thabhairt agus a leanúint

English: Instructional writing - Match reports

Maths: Measuring distance and speed

SESE: Mapping skills, My body and exercise - Games from the Past

Visual Arts: Diagrams and Displays for physical activity

Drama: Movement in gymnastics and dance

SPHE: Myself and personal health & exercise

**Resources**

Teachers use the curriculum as a main guide to teaching PE. Other resources include;

- PDST Resources
- Learning.gaa
- www.pssi.ie

**Assessment**

Assessment can be deployed in implementing the PE programme.

Assessment is a central part of the everyday learning and teaching process in PE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Informal Assessment in PE will be valid and seek to measure and report on the child's progress and achievements throughout all aspects of the curriculum.

The assessment techniques in PE will focus on:

- Competence in the skills
- The cultivation of important attitudes
- Teacher observation

Teacher observation might focus on:

- the ability of the child to co-operate and work in groups or to work independently
- the informal interactions between the child and adults and between the child and other children
- particular interests or aptitudes displayed by the child
- the participation and interest of the child in a variety of activities
- the level of personal or social responsibility exhibited by the child
- the perseverance of the child in carrying out a task
- the child's awareness of the difficulties of others and his willingness to help
- various behaviours, for example shyness, leadership ability, level of self-confidence, the tendency to be anxious, sense of fair play, assertiveness, aggression, readiness to take risks and meet challenges physical maturity
- the ability of the child to engage in assessing her progress and reflecting on his/her learning

**Differentiation**

It is important that all children experience a rounded education. PE plays a pivotal role in this education and so we will do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities. Teachers will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities to develop skills. All children benefit from active involvement in the environment, so all will be encouraged to participate in PE. Children will be provided with opportunities to work co-

operatively. Common lesson content can be used with all pupils, but different groups will work on tasks of varying complexities when developing skills. Oral questioning by the Class Teacher should range from relatively simple to more challenging. Communication skills can vary.

## **Organisational Planning**

### **Timetable:**

Our teachers work in keeping with the recommendations in the Primary School Curriculum (page 70) for PE, i.e. a minimum one hour per week. On occasion, time will be blocked as appropriate.

It may be broken into two 30 minute slots. This might also occur when visiting coaches come to the school etc.

### **Code of Ethics**

Coaches must go through the church of Ireland garda vetting procedure and be approved by the principal before coaching commences in line with circular 0031/2016 and the Criminal Justice Act (2016). The school will endeavour to vet all current coaches by the deadline for vetting of current staff/volunteers and will update this section when completed.

### **Health and Safety**

We have a school Health and Safety Policy which will be adhered to at all times during PE activities. Issues identified as being health and safety issues in a PE context include warm-up, practicing in confined spaces, use of equipment, accidents, supervision etc.

The following safety aspects will be taken into consideration:

- All children should wear suitable clothing and footwear during a PE lesson. Children and parents are informed of their designated PE day and the school PE tracksuit and runners are to be worn on that day.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of each child and be of good quality and in good repair.
- Children should be taught how to handle PE equipment safely.
- In all PE lessons, children should be taught to warm up and cool down.
- All accidents should be recorded in line with school accident policy.
- Best practice is safe practice.
- First Aid kit is located in the cabin beside the P.E. Yard

### **Facilities for PE:**

- School yard
- Access to the red hall Lismore

### **Parental Involvement**

Parents have a responsibility to support and encourage their children to participate in all aspects of the curriculum.



**Review**

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum.

**(a) Roles and Responsibilities**

- *Teachers*
- *Pupils*
- *Parents*
- *Post holders/plan co-ordinator*
- *BoM/DES/Other*

**(b) Timeframe**

This policy will be reviewed in 2026-2027.

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**Ratification and Communication**

The Board of Management ratified this policy on the \_\_\_\_\_ of \_\_\_\_\_.

Signed: \_\_\_\_\_  
**Ciara McGrath (School Principal)**

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
**Dean Paul Draper (Chairperson B.O.M.)**

Date: \_\_\_\_\_