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**Merlin Woods Primary School**

**Physical Education Whole School Plan**

**Merlin Woods Primary School**

**Introductory Statement and Rationale**

 **(a) Introductory Statement**

The PE plan for Merlin Woods Primary School was formulated in February 2011 and update in January 2022 in consultation with the teachers and a PDST advisor. It will be ratified by the Board of Management when formed in November 2011 and again in January 2022.

**(b) 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[[1]](#footnote-1). This plan was formulated to

* *to ensure the provision of a broad and balanced PE programme in our school…*
* *to guide staff in the planning for and teaching of PE.*
* *to ensure continuity and progression from class to class.*

**Vision and Aims**

**(a) Vision**

*Along with our school vision of Commitment, Collaboration and Community, 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 also seek to encourage children to lead active healthy lives by encouraging physical activity throughout the school.*

*Please take the time to read our school vision at the front of our Plean Scoile.*

**(b) Aims**

We endorse the aims of the [Primary School Curriculum for PE](file:///%5C%5C87.36.57.5%5Cpublic%5CSCHOOL%20PLAN%20MERLIN%20WOODS%5CSchool%20Plan%20Sept%202021%5CSection%203%20-%20Curriculum%20Plans%20%26%20Programmes%5CPE%5CPE%20School%20plan%5CPE%20Curriculum.chm)[[2]](#footnote-2)

* 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.

[The Broad objectives of the PE curriculum](file:///%5C%5C87.36.57.5%5Cpublic%5CSCHOOL%20PLAN%20MERLIN%20WOODS%5CSchool%20Plan%20Sept%202021%5CSection%203%20-%20Curriculum%20Plans%20%26%20Programmes%5CPE%5CPE%20School%20plan%5CThe%20Broad%20objectives%20of%20the%20PE%20curriculum.doc)[[3]](#footnote-3) have been considered.

**1. Strands and strand units**

* The strands/strand units/content objectives for the relevant class level(s) are found on the following pages of the Primary School Curriculum (also available on [www.ncca.ie](http://www.ncca.ie) )
* **Infant classes pp. 16-23**
* **First and Second classes pp. 24-34**
* **Aquatics: Junior Infants- 2nd Class, two strand units of Hygiene and Safety, pp.62-64** The strands of Hygiene and Water Safety in Aquatics will be taught in an integrated manner with the SPHE Curriculum. We use the Irish Water Safety materials (online lessons and content,posters and fliers) as a resource to support our Water Safety programme.

Each teacher will make himself/herself familiar with the curriculum objectives for her class.

The school will also use the PE lesson plans prepared by the PDST, Move Well, Move Often, available on the shared storage and in the PE store room.

**PE rich environment**

We will endeavour to create a PE rich environment in the school:

* Online lessons- e.g. PSSI lessons, IWS Material, Dance music
* Suitable Websites.
* Posters/Photographs/Newspaper cuttings of children involved in sporting activities/ local teams
* Playground Markings
* Playtime access to Sports equipment

**2.** [**Approaches and methodologies**](file:///%5C%5C87.36.57.5%5Cpublic%5CSCHOOL%20PLAN%20MERLIN%20WOODS%5CSchool%20Plan%20Sept%202021%5CSection%203%20-%20Curriculum%20Plans%20%26%20Programmes%5CPE%5CPE%20School%20plan%5CApproaches%20and%20methodologies%20PE.doc)

* We will use a combination of the following approaches:
* Direct teaching approach[[4]](#footnote-4)
* Guided discovery approach[[5]](#footnote-5)
* Integration[[6]](#footnote-6)

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

Individual, pair, group and team play[[7]](#footnote-7) ; Station teaching[[8]](#footnote-8) ; Using a play area divided into grids[[9]](#footnote-9)

**Structure of a PE lesson**:

Warm Up: pulse raising activities, stretching and strengthening/mobility exercises

Main Activity – running, jumping, throwing, rolling, striking an object, kicking, playing small sided games, orienteering, dancing etc

CoolDown: slower activities to reduce heart rate and prepare children for their return to the classroom

* We use move well move often, whole/ part approach for teaching a new fundamental movement skill.

**3. Assessment and record keeping**

The teachers in the school constantly assess in the PE 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
* Our assessment tools are:
* Teacher observation
* Teacher-designed tasks
* Specific children will be identified if needing further assessment such as the Belfield Infant Assessment Profile.
* Recording: Assessment observations will be recorded on an ongoing basis. (Move well move often Rubrics is used)

**4. 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. We will refer to the Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA if deemed necessary. Teachers will differentiate using the STEP approach (in regards to Space, Time, Equipment and Pacing/Personnel)
* 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 of the PE curriculum they excel in, modelled on our challenge group in Literacy and Numeracy.

**5. Linkage and integration**

*(Outlined in p.13, 18, 37, pp.45-47 Teacher Guidelines)*

**Linkage:**

* Linkage can take place between many of the strands in physical education e.g. running in both Athletics and Games, Confidence and competence in the water in Aquatics and Water-based Outdoor Activities.

**Integration:**

* Theme based activities may be used to support integration e.g. in Dance (Snow White and the Seven Dwarfs), Halloween Disco, Seachtaine na Gaeilge (céile).
* Subject-specific

 Gaeilge in usáid sna ceachtanna, m.sh. Ordaithe agus treoracha

Geography – Map work in Orienteering

Music – responding to music in Dance and Gymnastics

SPHE- e.g Safety and Hygiene

ICT – eg viewing and appreciation of PE, use of school photographs/video clips

Maths- Shapes

**6. Organisational Planning:**

 **Timetable**

* *Our year grid is attached to the school plan as Appendix 1 and form part of each teacher’s yearly scheme.*
* The school organises a sports day in term 3 where children engage in a wide variety of PE activities with an emphasis on enjoyment, fun and participation. We will encourage parental involvement on this day.

**7. Code of ethics**

*In line with our school’s Child Protection Policy based on the Department of Education and Science guidelines accompanying the ‘Children First’ guidelines, School SPHE plan, and the Irish Sports Council Code of Ethics, Good Practice for Children’s Sport document the following will apply.*

* 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.
* It is expected that any coaches working in the school context has been vetted by the National Governing Body/Sporting Organisation for whom they are working.
* 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 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’[[10]](#footnote-10)

**8. PE equipment**

* *Our school has a detailed inventory of equipment and resources available for PE. This list is attached as appendix 2.*
* *The school has availed of any PE grants available to purchase equipment, and also from the local sports partnerships (Buntús)*

**9. Health and safety**

*In keeping with our school health & safety policy, issues in a PE context including warm-up at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard have been considered and procedures for dealing with accidents have been established.*

*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. Children will not be allowed wear any jewellery 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.*
* *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.*

*The basic First Aid Kit is kept in each classroom and each teacher is responsible for restocking regularly with items. Transfer;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 and any cases teachers need to be vigilant of are also kept in a separate book in the staffroom in order that the teachers have immediate access to information on the conditions and resulting procedures to be followed. Teachers will only treat a child according to the school Health & Safety policy. Their parents/guardians will be contacted and in the event of an emergency, an ambulance will be called.*

**10. Individual teachers’ planning and reporting**

For now, teachers will plan based on the strands as outlined on the yearly timetable in appendix 1. Teachers will use the hall in accordance with the weekly timetable, appendix 3.

**11. Staff development**

Staff have access to resource materials (eg Action for Life) and websites (Appendix 4) dealing with PE (eg. [www.pdst.ie](http://www.pdst.ie) and [www.irishprimarype.com](http://www.irishprimarype.com)) located in the PE store room.

The staff members keep themselves informed about PE related training courses organised by the Education Centre and National Governing Bodies, and other agencies (eg creative dance research, Active Schools)

Staff have received Buntús training in generic Games.

**12. Parental involvement**

Parental involvement will be encouraged as much as possible, eg on school sports day/ remote active weeks, various folk dances and sharing of games from other cultures.

**13. 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.

Children are encouraged through school to participate in out-of-school Sports activities and the staff will inform them of any relevant notices which come to the school from local clubs.

 If a **local team or individual** has had a notable victory, they may be invited in to the school to share the victory with the local children.

**14.Plan Implementation**

**Success criteria**

The following will be indicators of the successful implementation of this plan:

* Children enjoying their P.E. lessons
* 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 boys and girls

15. **In school programmes**

* Active Schools.
* Fit 4 class.
* Soccer.
* GAA- Gaelic football, hurling and camogie.
* Athletics.
* PAWS (Water Safety)
* Cycle training.
* Basketball.

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

**Ratification and Review**

This PE plan will be ratified by the Board of Management when formed in November and parents can inspect the plan in the school office. It will be reviewed in 3-5years.

Principal’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review Date : 21st February 2022

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| --- | --- | --- | --- | --- |
| Month | September | October | November | December |
| Strand & Strand Unit | Strand: GamesStrand Units: Playing gamesCooperative games, Understanding and appreciation of games | Strand: GymnasticsStrand Units: Movement,Understanding and appreciation of gymnastics   | Strand: AthleticsStrand Units: Running, Jumping, Throwing, Understanding and appreciation of Athletics | Strand: Dance (including for Christmas show)Strand Units: Exploration, creation and performance of dance, Understanding and appreciation of dance |
| Month | January | February | March | April |
| Strand & Strand Unit | Strand: GamesStrand Units: Playing gamesCooperative gamesUnderstanding and appreciation of games | Strand: GymnasticsStrand Units: Movement, Understanding and appreciation of gymnastics | Strand: AthleticsStrand Units: Running, Jumping, Throwing, Understanding and appreciation of Athletics | Strand: Outdoor & Adventure ActivitiesStrand Units: Walking, Orienteering, Outdoor Challenges, Understanding and appreciation of outdoor and adventure activities. |
| Month | May | June |
| Strand & Strand Unit | Strand: DanceStrand Units: Exploration, creation and performance of dance, Understanding and appreciation of dance  | Strand: GamesStrand Units: Sending, receiving and travelling, Kicking, Carrying and striking, Creating and playing games, Understanding and appreciation of games |

**Appendix 1: yearly scheme**

|  |  |  |
| --- | --- | --- |
| **Appendix 2; Inventory** | ***PE Resources*** |  |
| ***Equipment*** | ***Amount*** |  |
|  |  |  |
| ***Markers:*** |  |  |
| ***Ground Spots*** | ***25*** |  |
| ***Large Cones*** | ***8*** |  |
| ***Medium Cones*** |  |  |
| ***Small Cones*** | ***50 approx.*** | ***4 per class already*** |
| ***Tall Poles*** | ***12*** |  |
| ***Beanbags*** | ***69*** |  |
| ***Bibs*** | ***90*** | ***30 orange, 20 Blue,***  |
|  | ***10 red, 10 yellow, 20 reversable*** |
| ***Yoga Mats*** | ***20*** |  |
| ***Games:*** |  |  |
| ***Soccer Balls (New)*** | ***15*** |  |
| ***Soccer Balls (Worn)*** | ***16*** |  |
| ***Basket Balls*** | ***25*** |  |
| ***Gaelic Footballs*** | ***16*** |  |
| ***Sponge Handballs*** |  |  |
| ***Tennis Balls*** | ***18*** |  |
| ***Sliotars*** | ***21*** | ***12 Go-Games*** |
| ***Other small balls*** | ***19*** |  |
| ***Rugby Balls*** |  |  |
| ***Tag Rugby Tags*** | ***2 full class sets***  |  |
| ***Badminton Rackets*** | ***29*** | ***19 Shuttlecocks*** |
| ***Badminton/ Vollyball Nets*** | ***2*** |  |
| ***Hocky Sticks*** | ***6*** |  |
| ***Cricket Bats*** | ***2*** |  |
| ***Hoola Hoops*** | ***Small 21, Medium 25***  | ***Large 11*** |
| ***Skipping Ropes*** | ***Small 18 (Green)*** | ***Large 18 (Blue)*** |
|  | ***Extra Long 12 ( White, Red, Black)*** |
| ***Indoor Hurls (Junior)*** | ***Small (Infants) 25*** | ***Medium (1st-3rd)***  |
| ***Indoor Hurls ( Senior)*** | ***Large (3rd-6th) 36*** |  |
| ***Hurling Helmets*** | ***32*** |  |
| ***Outdoor Hurls*** | ***?*** |  |
| ***Indoor Basketball Hoops*** | ***2*** |  |
| ***Soccer Goals*** | ***2*** |  |
| ***Parachute*** | ***2*** |  |
|  |  |  |
| ***Athletics:*** |  |  |
| ***Relay Battons*** | ***7*** |  |
| ***Discus*** | ***8*** |  |
| ***Shot Putt*** | ***4 Heavy*** | ***3 Light*** |
| ***Ladders*** | ***6*** |  |
| ***Hurdles*** | ***16*** | ***2 sets of 8*** |
| ***Foam Javelin*** | ***11*** |  |
| ***High Stepper*** | ***1*** |  |
| ***Long Jump Distance Marker*** | ***1*** |  |
| ***Rubber Rings Set*** | ***9 Rings*** | ***8 unimarkers*** |
| ***Egg and Spoon Set*** | ***18 Eggs*** | ***18 Spoons*** |
| ***Step up steps*** | ***2*** |  |
| ***Tights for 2 Legged Race*** | ***Class Set*** |  |
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|  |  |  |
| ***Dance*** |  |  |
| ***Dancing Pomps*** | ***22 Pairs*** |  |
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|  |  |  |
| ***Gymnastics*** |  |  |
| ***Mats*** |  |  |
| ***Horse*** |  |  |
| ***Climbing frame*** |  |  |

**Appendix 3: Weekly Halla Timetable (2021/22 Example Used)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **9:00-9:30** |  | **9:00-9:30** | 2B | **9:00-9:30** | 5B | **9:00-9:30** | 2B | **9:00-9:30** | 5A |
| **9:30-10:00** | Clever Acorns | **9:30-10:00** | 3B | **9:30-10:00** | 5B | **9:30-10:00** | 2A | **9:30-10:00** | SIB |
| **10:00-10:30** | 4B | **10:00-10:30** | 3A | **10:00-10:30** | 3A | **10:00-10:30** | 3B | **10:00-10:30** | 4B |
| **10:30-11:00** | **Unavailable – Lunch Time** |
| **11:00-11:30** | SIB | **11:00-11:30** | JIA | **11:00-11:30** | 2A | **11:00-11:30** | Clever acorns | **11:00-11:30** | Clever Acorns |
| **11:30-12:00** | SIA | **11:30-12:00** | SIA | **11:30-12:00** | 6B | **11:30-12:00** | 4A | **11:30-12:00** | JIB |
| **12:00-12:30** | JIA | **12:00-12:30** | 1A | **12:00-12:30** | 6B | **12:00-12:30** | 4A | **12:00-12:30** | JIA |
| **12:30-13:00** | **Unavailable – Lunch Time** |
| **13:00-13:30** | 6B | **13:00-13:30** | 1B | **13:00-13:30** | 6A | **13:00-13:30** | 5A | **13:00-13:30** | 1A |
| **13:30-14:00** | Wise Oaks | **13:30-14:00** | 1B | **13:30-14:00** | Wise Oaks | **13:30-14:00** |  | **13:30-14:00** |  |

**Appendix 4: Websites and other resources.**

![MCj03252380000[1]]() ***Useful PE*** ***Websites***

[*www.pcsp.ie*](http://www.pcsp.ie)

[*www.irishprimarype.com*](http://www.irishprimarype.com)

[*www.scoilnet.ie*](http://www.scoilnet.ie)

[*www.primaryresources.co.uk/pe*](http://www.primaryresources.co.uk/pe)

[*www.pecentral.org*](http://www.pecentral.org)

[*www.members.tripod.com/~pazz/lesson.html*](http://www.members.tripod.com/~pazz/lesson.html)

[*www.pelinks4u.org*](http://www.pelinks4u.org)

[*www.mrgym.com/CooperativeGames.htm*](http://www.mrgym.com/CooperativeGames.htm)

[*www.canadaonline.about.com/od/physicaleducation*](http://www.canadaonline.about.com/od/physicaleducation)

[*www.lessonplanspage.com/PE.htm*](http://www.lessonplanspage.com/PE.htm)

[*www.teachingideas.co.uk/pe/contents.htm*](http://www.teachingideas.co.uk/pe/contents.htm)

[*www.eduref.org/cgi-bin/lessons.cgi/Physical\_Education/Games*](http://www.eduref.org/cgi-bin/lessons.cgi/Physical_Education/Games)

[*www.canteach.ca/elementary/physed.htm*](http://www.canteach.ca/elementary/physed.htm)

[*https://www.pdst.ie/node/7302*](https://www.pdst.ie/node/7302)

1. Page 2, PE Curriculum, 1999 [↑](#footnote-ref-1)
2. Page 10, PE Curriculum, 1999 [↑](#footnote-ref-2)
3. Pages 11,12, PE Curriculum, 1999 [↑](#footnote-ref-3)
4. Page 43, PE Teacher Guidelines [↑](#footnote-ref-4)
5. Pages 43,44, PE Teacher Guidelines [↑](#footnote-ref-5)
6. Page 45, PE Teacher Guidelines [↑](#footnote-ref-6)
7. Page 51, PE Teacher Guidelines [↑](#footnote-ref-7)
8. Page 51, PE Teacher Guidelines [↑](#footnote-ref-8)
9. Page 54, Teacher Guidelines [↑](#footnote-ref-9)
10. Page 9, Section 1.3, Code of ethics in Irish Sport, Irish Sports Council [↑](#footnote-ref-10)