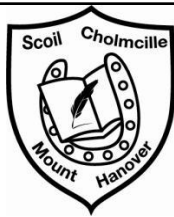


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| <b>Scoil Cholmcille</b><br><br><b>Mount Hanover</b><br><br><b>Duleek</b><br><br><b>Co. Meath</b> |  | <b>Updated:</b> September 2025<br><br><b>Review:</b> September 2028 |
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## P.E.

### Whole School Plan

#### (a) Introductory Statement

The PE plan for Scoil Cholmcille, Mount Hanover was formulated by the principal and teaching staff. The plan has been approved by the teachers, BOM and parents.

#### (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<sup>1</sup>. We aim to provide these learning opportunities to the children in our school to maximise active learning experiences and approaches to the benefit of each individual child.

#### (a) Vision

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

#### (b) Aims

We endorse the aims of the [Primary School Curriculum for PE](#)<sup>2</sup>

- o To promote the physical, social, emotional and intellectual development of the child
- o To develop positive personal qualities
- o To help in the acquisition of an appropriate range of movement skills in a variety of contexts
- o To promote understanding and knowledge of the various aspects of movement
- o To develop an appreciation of movement and the use of the body as an instrument of expression and creativity

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<sup>1</sup> Page 2, PE Curriculum, 1999

<sup>2</sup> Page 10, PE Curriculum, 1999

- o 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.
- o To ensure our program is inclusive and caters for students with physical disabilities.

## **Curriculum Planning**

### **1. Strands and strand units**

- o The strands/strand units/content objectives for the relevant class level(s) are found on the following pages:
  - **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**
- o Each teacher will make him/herself familiar with the curriculum objectives for his/her class
- o The school will also use the PE lesson plans prepared by the Primary School Sports Initiative. A list of teaching resources will be collated.
- o 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.
- o Aquatics will be covered with linkage to SPHE.
- o Swimming lessons will be facilitated when numbers are adequate.
- o We will ensure there is continuity and progression from class to class by:
- o Developing appropriate warm-up activities for indoor and outdoor work at each level – with strand specific mobility, strengthening and flexibility exercises appropriate to each class level.
- o We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míosúil )

### **2. Approaches and Methodologies**

We will use a combination of the following approaches:

- o Direct teaching approach<sup>3</sup> (games/aquatics/gymnastics and dance)
- o Guided discovery approach<sup>4</sup> (games, dance, outdoor adventure)
- o Integration<sup>5</sup>

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<sup>3</sup> Page 43, PE Teacher Guidelines

<sup>4</sup> Pages 43,44, PE Teacher Guidelines

<sup>5</sup> Page 45, PE Teacher Guidelines

Efforts will be made to integrate P.E. with subjects such as Gaeilge, S.P.H.E., Music, English, Geography, and Maths.

All lessons will be organised to encourage maximum participation by the children.

This will be achieved by individual, pair; group and team play<sup>6</sup>

The emphasis at Infant level will be on individual and partner work. In first and second class children will be given opportunities to work in groups/teams to enhance co-operation and help develop an appreciation of team play. Team play is appropriate for third to sixth class.

Station teaching<sup>7</sup> will be used in teaching games, outdoor and adventure activities and athletics.

### **Structure of a PE lesson:**

Warm Up: pulse raising activities, stretches and mobility exercises

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

This main activity will take place at Individual, pair and small group levels.

Station teaching will be used to teach a specific skill and to enable the children experience a variety of activities in the PE lesson

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

### **3. Assessment**

Assessment providing information on individual children assists teachers in planning an appropriate programme and facilitates communication with other teachers, parents and other professionals. Throughout the P.E. lesson, the teacher is involved in various forms of assessment of children's work as a natural part of teaching and learning activities. Teachers assess

- o Children's willingness to participate
- o Children's enthusiasm
- o Children's skill level
- o Children's interaction with others when involved in group work
- o Children's response to the teacher's questions and suggestions.

Our assessment tools are:

- o Teacher observation
- o Teacher-designed tasks

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<sup>6</sup> Page 51, PE Teacher Guidelines

<sup>7</sup> Page 51, PE Teacher Guidelines

- o Teacher records-in assessment folders
- o Feedback-informally during lessons, PT meetings and school reports

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.

- o **Assessment for learning** to provide feedback to children, improve learning and inform practice
- o **Assessment of learning** which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.
- o **Assessment as learning** involves teaching the children how to self assess and peer assess. It will be necessary for pupils to be reminded of what they are looking to assess e.g. types of jumps used, change of directions, arm and leg action when running

#### **4. Multi Class Teaching**

Children are grouped together when developing skills according to ability not class level. When introducing competitiveness children would be in mixed ability groups in order to ensure fair play.

#### **5. Children with Different Needs**

As P.E. is a necessary part of the curriculum for all children the programme will offer each child the widest possible range of experiences. A child who is especially gifted will be challenged by tasks appropriate to his/her level and a child whose rate of progress is slower will have activities and equipment modified to suit their needs.

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. These challenges will be based on the activity being pursued by the rest of the class. In addition, the children will be encouraged to maximise their talent by forging links with local clubs (if links have not been established already) so the child (ren) can bring their talent to a higher level. The children with exceptional ability will, on occasion, be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time

challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

## **6. Equality of Participation and Access**

Access to a balanced programme of P.E. is ensured for both boys and girls. Both boys and girls have equal opportunities to enter competitions e.g. football, soccer, rounders, basketball, cross-country running and athletics.

In line with Department of Education and Skills recommendations, it is the policy of Scoil Cholmcille not to charge for in-school curricular activities. However, when organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a nominal fee to each child. No child will be denied access to swimming lessons due to lack of financial resources and the School has made provision for such children to attend classes.

## **7. Linkage and integration**

*(Refer to Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines)*

- **Linkage and integration:**
  - Linkage can take place within 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 content of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the PE class.
  - Theme based activities will be used to support integration especially in the gymnastics strand where the language of movement can be developed in tandem with the practical activities under the theme of travelling. Further language development can take place under the theme of balance. Mathematical concepts in fifth and sixth class can be developed with the theme of symmetry and asymmetry in the PE class.
- **Language:**
  - The effective use of ICT will create opportunities for pupils to discuss and talk about their own and others' performance in PE.
  - For example, in the Gymnastics strand, peer use of a digital camera will show children what they look like when holding a balance. This will enhance the possibility of the child achieving better quality movement in the future as they have a better image of what they need to do.
  - The effective use of questioning from the teacher will develop the vocabulary associated with PE. Allowing the children to analyse their own performance will allow them to understand and appreciate the activities of PE better and thus

physically educate themselves in a more meaningful way – as opposed to something that just happens with time.

- o Bainfidh na muinteoirí usaid as gaeilge nuair atá said ag muineadh rince gaelach

## **8. Timetable**

A minimum of one hour per week for P.E. will be allocated. This can be divided into two half hours at the discretion of the teacher. Aquatics will be time tabled for the first term (first to sixth) when feasible. On a suitable date in May/June a school sports day is held. Parents are invited to attend. The focus is on participation and co-operation rather than competition. From time to time coaches are used to support the class teacher in the implementation of some of the P.E. curriculum strands. (Basketball, swimming, football). Coaches are expected to use appropriate language and behaviour and this will be communicated through the principal and teachers. Teachers actively support coaches by observing lessons and support what they are doing in their own lessons.

The school will facilitate an “Active School Week” whereby the discretionary curriculum time for the period in question is used to promote physical activity for all children in the school encompassing as many of the strands of the PE curriculum as possible.

## **9. 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 when this will lead to maximum benefit for the children in the class.

- 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’<sup>8</sup>
- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a PE class), all teachers will adhere to the Department of Education and Skills

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<sup>8</sup> Page 9, Section 1.3, Code of ethics in Irish Sport, Irish Sports Council

Child Protection Guidelines to be used with the 'Children First Guidelines' produced for all personnel working with children.

## **10. After school Activities**

Children from third to sixth class are given the opportunity to participate in inter- schools competitions in

- Gaelic football
- Soccer
- Rounders
- Table Tennis
- Athletics

## **11. P.E. Equipment & ICT**

Our school has a detailed inventory of equipment and resources available for PE.

It is stored in the P.E. store room. The store rooms are opened each morning and it is the responsibility of each class teacher to ensure that all equipment is returned to the room after each lesson. Any breakages have to be reported as soon as possible. 6<sup>th</sup> class helpers inspect the room once a month to ensure it's in an orderly fashion.

All internet usage follows the strict guidelines laid down by the school in our Internet Usage Policy. This covers the use of appropriate software and the access to safe websites. Teachers will visit websites prior to children being referred to them and much of the websites will be visited by the teacher and shown to the children on the interactive whiteboard.

## **12. Health and Safety**

### Warm up and cool down

Each P.E. class begins with a suitable warm up and ends with a suitable cool down.

### Clothing

Children must wear school tracksuit and suitable footwear i.e. in order to participate in P.E. lessons. Jewellery should not be worn.

### Equipment

The equipment used is child friendly – suitable for all ages.

### Accidents

If a child has an accident during a P.E. lesson, the teacher will assess the seriousness of the accident. If it is a minor cut or graze the child will be sent into the secretary or the S.N.A. to be looked after. If the accident is serious the P.E. the lesson will be stopped. A child will be sent to

get assistance from the principal / another teacher. Depending on the seriousness the parents will be contacted. Staff members are made aware of any medical conditions children may have e.g. asthma.

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

- 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
- 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.

### **13. Teachers Planning & Reporting**

The whole school plan and the curriculum documents for PE will lay out the structure and format that teachers will follow in addition to the aims and objectives of the primary school curriculum. While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to their own class level and experience. It is vital that all teachers plan individually while at the same time ensuring that their class plans co-ordinate and feed into the overall school plan.

Teachers will plan based on the strands and can explore the use of themes in their planning especially in Gymnastics where themes such as balance and travel can provide a great stimulus for lessons.

The Cúntas Míósúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual cúntas míósúil have been evaluated it should be obvious to the staff which elements of the curriculum are being implemented and which strands need more attention.

### **14. Staff Development**

The Buntus cards G.A.A. teaching manual, action for life, Bizzy Break, Book of Co-operative games, Get kids on the go are all available in the school. Each teacher has access to a copy of the Primary School Sports initiative. Some teachers have completed Buntus courses and various coaching courses. Teachers share expertise.



### **15. Parental Involvement**

A sports day is held every year. Parents are encouraged to attend. Parents are invited to help organise and participate in various events. Parents provide support and encouragement for various inter-school competitions.

### **16. 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.

The school maintains links with a variety of local clubs including the local GAA clubs and Athletics. We will also 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. If a local team or individual has had a notable victory, they will be invited into the school to share the victory with the local children.

### **17. How will we know that the plan has been implemented?**

Teachers' preparation will be based on this plan and the planning of individual teachers will feed into the overall school plan. Therefore, the school plan needs to be reviewed on a regular basis.

Teachers will also be more acquainted with the content and methodologies outlined in the plan. There should be clear progression as children move from class to class.

#### **Success criteria**

- o The importance of enjoyment and play
- o Maximum participation by all children
- o The development of skills and understanding
- o A balance between competitive and non-competitive activities
- o A balance between contact and non-contact activities
- o Providing opportunities for achievement for each child

Means of assessing the outcomes of the plan include

- o Teacher/parent/community feedback
- o Children's feedback regarding the activity level, enjoyment and skill development of the classes
- o Inspectors' suggestions/report

### **18. Ratification and Communication**

The PE plan has been ratified by the Board of Management and parents can inspect the plan in the school office and on the school website.

**19. Review**

The plan will be reviewed in the 2028/2029 school year to ensure optimal implementation of the P.E. curriculum in the school.