Physical Education Policy

Introductory Statement:
This policy was initiated by the staff of Derrycreha N.S. on the 1.11.2004 and completed on 16th June 2006. It will be reviewed and amended as the need arises.

Rationale:
To conform with principles outlined in the revised curriculum and to update our present policy.

Aims:
The aims of the Physical Education programme are:

1. to promote the physical, social emotional and intellectual development of the child

2. to help in the acquisition of an appropriate range of movement skills in a variety of contexts

3. 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.

Broad Objectives:
The objectives of the Physical Education curriculum enabling the child to:

1. experience enjoyment and achievement through movement

2. interact and co-operate sensitively with others, regardless of cultural or social background or special needs

3. develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement

4. development an understanding of fair play and team spirit through participation and competition

5. develop strength, speed, endurance and flexibility through engaging in a wide variety of activities

6. develop agility, alertness, control, balance and co-ordination through movement

7. develop personal competence in the athletic skills of running, jumping and throwing

8. 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

9. build water confidence near, in, on and under water

10. develop personal competence in a variety of strokes and water agility

11. develop an appreciation of and respect for the environment through participation in activities outdoors

12. create and perform simple dances

13. maintain and enhance health-related fitness through vigorous physical activity that helps to promote a healthy life-style

14. understand and practise good hygiene and posture

15. adopt safe practices in all physical activities

Timetabling

One hour per week is allocated tot he teaching of Physical Education from Junior Infants through to Sixth Class. This may be taken in two separate periods. Aquatics is a 5-6 week blocked time in May/June each year.

Content of the P.E. programme

The strands of the Physical Education curriculum are athletics, dance, gymnastics, games, outdoor and adventure activities and aquatics.

Resources and Equipment

We have a large selection of equipment for P.E. lessons including a variety of small and large balls, hoops, skipping ropes, beanbags, quoits, skittles, cones, bibs, tennis rackets, uni-hoc sticks, batons, goal posts, basketball rings, parachute, badminton set, etc.

Resources:

- Folens P.E. In Action Unit 1-5 which includes lessons on all strands
- Buntús Activity Cards on various games and activities
- Lesson plans and posters on basketball
- Sport for All-Cospoir – activity cards
- Making Waves – parachute activities

Strands	Strand Units
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
Games	• Sending, receiving and travelling • Creating and playing games • Understanding and appreciation of games
Outdoor and adventure activities	• Walking • Understanding and appreciation of outdoor and adventure activities
Aquatics	• Hygiene • Water safety • Entry to and exit from the water • Buoyancy and propulsion • Stroke development • Water-based ball games • Understanding and appreciation of aquatics

Aims and Objectives **Infant Classes**

Strand – Athletics

The child will be enabled to:

- walk or jog in a non-competitive setting for periods extending from 30-90 seconds
- practise skipping activities with and without ropes
- experiment with various ways of jumping
- experiment with appropriate objects and methods of throwing aiming for height and distance

Strand: Dance

The child will be enabled to:

- explore the movements of different parts of the body and the ways in which the body actins such as travelling (walking, running, skipping) and jumping, gesture and stillness
- explore and create movement at different levels, using different pathways and forming different shapes in space
- explore and communicate through simple body movement a range of moods or feelings
- respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music
- develop poise, balance and co-ordination while moving and stopping
- interpret a mood or emotion observed in movement

Strand: Gymnastics

The child will be enabled to:

- develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, swinging, twisting and turning using a variety of body parts while exploring space
- practise rocking and rolling activities leading to the forward roll

- develop body awareness through variations of direction, pathways, levels, shape, speed and effort

- develop good body tension and posture through gymnastic positions and movements

Emphasis will be placed on body movement and balance using open space rather than working with apparatus due to limited school resources.

Strand: Games

The child will be enabled to:

- begin to develop ball-handling skills

- begin to develop kicking skills

- create and develop games in pairs

- begin to develop carrying and striking skills

- play simple playground games – *cat and mouse, keep the basket full, fox and geese, hot ball*

- talk about and develop movement skills relevant to games – *running, jumping, chasing and skipping*

- develop problem-solving and decision making strategies

- apply simple rules to games

Preview **First and second classes**

Strands	Strand Units
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
Games	• Sending, receiving and travelling • Creating and playing games • Understanding and appreciation of games
Outdoor and adventure activities	• Walking • Orienteering • Outdoor challenges • Understanding and appreciation of outdoor and adventure activities
Aquatics	• Hygiene • Water safety • Entry to and exit from the water • Buoyancy and propulsion • Stroke development • Water-based ball games • Understanding and appreciation of aquatics

First and Second Class
Aims and Objectives
Strand – Athletics
Strand Units: Running, jumping, throwing, understanding and appreciation of games.

The child will be enabled to:

- walk or jog in a non-competitive setting for periods extending from 30 seconds to two minutes
- run over evenly spaced low hurdles (30 cm high approximately)
- participate in a pair relay using a beanbag, developing simple technique
- sprint distances of 20-30 m with the emphasis on sustained effort throughout the sprint
- practise skipping activities with and without ropes
- explore the various way of jumping
- experiment with appropriate objects and methods of throwing, aiming for height and distance *practising the under-arm throw, over-arm throw*
- develop and understanding of pace
- develop an understanding of some of the basic rules of athletics

Strand: Dance
Strand Units: Exploration, creation and performance of dance, understanding and appreciation of dance.

The child will be enabled to:

- create, practise and perform dances showing a clear beginning, middle and end
- explore and communicate through simple body movement a range of moods or feelings
- explore further different levels, pathways and shape in space and begin to explore directions
- explore and develop a greater range of movements of body parts and body actions, to include turning
- develop an awareness of the relationship between music and movement, showing sensitivity in movement to rhythm and phrasing of music

- observe, describe and discuss simple dances
- interpret a mood or emotion observed in movement

Strand: Gymnastics

Strand Units: Movement, Understanding and appreciation of gymnastics

- develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space
- continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort
- develop good body tension and posture through gymnastic positions and movements
- observe and describe movement and ask and answer questions about it

Strand: Games

Strand Units: Sending, receiving and travelling
Creating and playing games
Understanding and appreciation of games

The child will be enabled to:

- develop and practise kicking skills
- practise skills previously experienced
- develop and practise ball-handling skills
- create and develop games in pairs or small groups
- develop and practise carrying and striking skills
- play small-sided (mini) versions of games
- develop and understanding of the use of space
- develop problem-solving and decision-making strategies
- apply simple rules to small-sided games
- discuss and develop control in movement skills relevant to games

Strand: Outdoor and Adventure Activities

Strand Units: Walking, orienteering,
Outdoor challenges, understand and appreciation of outdoor and adventure activities

- identify areas of the hall, playing field or school site

- find objects or areas by following a simple plan (set of drawings)
- undertake short walks, outside the school site where possible
- find an object on the school site, given simple clues *treasure hunt*

Third and Fourth

1. Athletics

- walking, jogging, running competitive and non competitive upto 3 minutes
- sprinting
- relays …… using baton
- jumping including lots of skipping activities
  high jumps and long jumps not safe on tarmac
- throwing – beanbag, ball or foam javelin

2. Dance

Concentrating on two main elements of curriculum

i. Creative
ii. Irish dancing

Pupils will respond in movement to words, stories, poems, pictures and music.

A parent or visiting dance teacher may be invited in from time to tome to teach a variety of Irish dances.

3. Gymnastics

The teaching of this strand is seriously curtailed by our lack of facilities and expertise. However, some movement sequences and stretches are usually used as a warm-up to each lesson

4. Games

Emphasis on main skills including

- Ball handling
- Kicking
- Carrying and striking

See Appendix 2

Pupils are enabled to learn the rules and play some/all of the following games:

Soccer, gaelic football, uni-hoc, mini basketball, tennis and badminton.
A qualified G.A.A. coach may be assigned to the school in the near future to teach hurling skills.

Children will learn to improve control in movement skills relevant to each game. They will learn (through practice) to understand the use of space and tactics as well as modifying rules and keeping scores.

5. Outdoor/Adventure Activities

Walking

Pupils visit Glengarriff Woods at least once during the school year. This visit usually requires them at look at, observe and study trees, flowers, insects, water creatures, etc.
The outdoor challenges and orienteering activities will be covered by pupils visiting local outdoor pursuit centres e.g. in Adrigole, Schull, Skibbereen.

6. Aquatics See Appendix 1

Fifth and Sixth Classes

Strand: Athletics

Strand Unit:

Running

- Jogging or running over distance
  Jog or run in non-competitive setting for periods ranging from 30 seconds to 5 minutes

Sprinting

The child should be enabled to:

- Sprint distances of 50m – 70m developing good acceleration and finishing technique
- Practise standing start

Relays

The child should be enabled to:

- Practise baton change over in teams of 4
- Practise relays in straight line
- Standard relays
- Team relays in groups

Hurdling

The child should be enabled to:

- Running a distance over evenly spaced obstacles
- Running 3 strides between each hurdle

Strand Unit

Jumping

The child should be enabled to:

- Explore skipping activities individually and as part of a group with our without rope
- Explore various ways of jumping

Strand Unit

Throwing

The child should be enabled to:

- Develop overarm throw using beanbag or foam javelu
- Develop short, fast run before throwing
- Develop the throw from a standing position
- Develop standing throw technique with a turn

Strand Unit

Understanding and Appreciation of Athletics

The child should be enabled to:

- Develop understanding of rules of athletics and apply in competitive situations
- Describe and discuss movement and ask and answer questions
- Measure achievements
- Know about and participate in local clubs involved in athletics
- Become aware of athletic events locally nationally and internationally

Strand: Dance

Strand Unit

Exploration, Creative and Performance of Dance

The child should be enabled to:

- Communicate through movement a range of moods of feelings
- Respond to a broad range of music
- Perform a variety of selected Irish and folk dances

Strand Unit

Understanding and Appreciation of Dance

The child should be enabled to:

- Observe describe and discuss own dance and dance of others
- Become aware of local organisations and community groups involved in dance

Strand: Gymnastics

The gymnastics strand is seriously curtailed by lack of facilities and expertise.

Strand Unit

Movement

The child should be enabled to:

- Produce and perform sequences with a partner
- Mirroring movements
- Contrasting movements
- Balancing (basic)
- Improve quality in body performance in extension, body tension and clarity of body shape

Strand Unit

Understanding and Appreciation of Gymnastics

The child should be enabled to:

- Observe, describe and ask and answer questions about movement
- Become aware of local organisations and clubs that promote gymnastics
- Become aware of local national and international gymnasts and gymnastic events.

Strand: Games

Strand Unit

Sending, Receiving and Travelling.

The child should be enabled to:

- Practise skills such as ball handling, kicking, carrying and striking
  See Appendix 3

Strand Unit

Creating and Playing Games

The child should be enabled to:

- Create and develop games with a partner or small group i.e. Gaelic football, hockey, rounders, soccer, basketball, dodgeball, rugby

Strand Unit
Understanding and appreciation of games

The child should be enabled to:

- Discuss and improve control in movement skills relevant to games
  Running, jumping, changing speed, stopping and starting, turning
- Develop an understanding of the use of space in mini-games
  Moving forward and avoiding 'crowding' when in possession or attacking a goal or basket
- Develop an understanding of the tactics and strategies for use in mini-games
  Applying principles of defence and attack including contact and dispossession (tackling) skills, evading and marking an opponent;
  Displaying basic teamwork in mini-games
- Adapt rules for use in mini-games and keep scores of games
- Become aware of games events and players locally, nationally and internationally
- Avail of opportunities in the community to participate in games

Strand: Outdoor and Adventure Activities

Strand Unit
Walking, Cycling and Camping

The child should be enabled to:

- Undertake forest walks exploring forests with appropriate tasks to be undertaken along the route (Integrated with SESE)

Strand Unit
Water Based Activity

The child should be enabled to:

- Experience an introductory session in basic canoeing or sailing using an adventure centre
  (This should be undertaken as part of the school tours)

Aquatics **Appendix 1**

Aquatics
Swimming lessons were introduced into the curriculum here in Autumn 2001. All pupils from Junior Infants to Sixth class attend Dunmanway Pool for five or six lessons each year – usually in May/June. They are taught according to their age/ability by fully qualified instructors.

Hygiene
Children are taught the importance of hygiene when using the pool; i.e. using the footbath, shower, toilet, etc.

Water Safety
Pupils are taught to observe the rules of the pool. They are warned about the hazards of water, depths, currents, tides, hypothermia, etc.
BANTRY IN-SHORE WATER SAFETY organisation visit the school in June every year to advise pupils on all aspects of water safety.

Entry/Exit from water
Pupils are taught the proper methods for entering/exiting the pool.

Water Based Games
are introduced towards the end of swimming sessions.
Understanding and appreciation of aquatics
Pupils are enabled to:

- Understand basic hygiene procedures
- Appreciate the danger of water
- Understand how to stay safe in water
- Develop an understanding of flotation
- Extend knowledge of swimming strokes
- Develop an appreciation of the freedom of movement in water

Buoyancy and propulsion
The child should be enabled to:

- Walk in shallow water
- Jump, side-step or run across the pool
- Observe that some objects float and others sink
- Practise balance, rotation and recovery exercises with and without float
- Rolling over from the prone or supine position
- Floating forming wide and narrow shapes in prone or supine position
- Explore use of arms and legs to travel in water
- Kicking like a frog
- Play Simon Says game, where activities are matched to abilities
- Glide forward or backwards along the surface in a stretched positon
- Glide to the bottom of the pool

Stroke Development
The child should be enabled to:

- Develop a selection of swimming strokes
  Front craw, backstroke, breast stroke, butterfly

Appendix 2

Sending, receiving and travelling

The child should be enabled to:

- Practise skills previously experienced

Ball handling

- Develop and practise a range of ball handling skills
  Throwing and catching a large round or oval ball or a small ball while moving

  Throwing at or into a small target (e.g. a basket, a net)

  Bowling at a target (e.g. a bat, skittles, a goal)

  Gathering a large oval or round ball or a small ball off the ground while moving

Kicking

- Develop and practise a range of kicking skills
  Picking up a stationary or moving ball into the hands, using the foot
  Dribbling a ball around obstacles
  Passing and shooting the ball at a target
  Kicking a ball on the ground or through the air and moving into position to receive a pass
  Kicking a ball through the air over a short distance to reach a partner, i.e. a kick pass

Carrying and striking

- Develop and practise a range of carrying and striking skills
  From a stationery position, bouncing or striking a ball or shuttlecock on a racquet (forehand and backhand alternately) into the air without allowing it to touch the ground
  Repeating the above while moving
  Striking a b all over-arm against a wall using the hand
  Dribbling a ball around obstacles using a hurley or hockey stick
  Fisting a ball through the air to a partner, who catches and returns it using a bounce pass or an under-arm throw

Striking a ball using a racquet or bat to a partner, who returns it using an under-arm throw
Striking a ball using a racquet or bat to a partner, who strikes it back with the ball bouncing once between each strike.

Strand Unit: Creating and playing games

The child should be enabled to:

- Create and develop games with a partner or with a small group
  Striking, kicking, throwing and catching games

- Play small-sided (mini) versions of games
  5 v. 5 games of hockey or hurling with modified rules
  4 v. 4 mini-rounders
  pair tennis or badminton using a net
  handball games
  mini-basketball, mini-netball
  5 v.5 mini-soccer, Gaelic football

- Play playground games
  Prison ball, chasing games, tunnel ball.

Appendix 3

Sending, receiving and travelling

The child should be enabled to:
Practise skills previously experienced

Ball handling

- Develop further and extend a range of ball handling skills
  Passing a round or oval ball to a partner while stationary or moving
  Using a chest pass, overhead pass, bounce pass, spin pass, pop pass or sweep pass where appropriate

  Moving to receive a ball

Kicking

- Develop further and extend kicking skills
  Kicking a ball on the ground or through the air under pressure from an oncoming player
  Chipping a ball to a partner
  Walking or jogging and toe-tapping (solo) with a ball
  Taking a penalty kick

Carrying and striking

- Develop further and extend carrying and striking skills
  Volley-passing a ball (volleyball)
  Volley-serving a ball (volleyball)
  Practising the dig technique (volleyball)
  Serving under-arm with a ball or shuttlecock
  Striking a ball with a racquet without letting it bounce, i.e. volley
  bouncing or balancing a ball on a hurley while moving, i.e. 'solo' run
  striking a moving ball with a hurley
  stopping, controlling and striking a ball using a hockey stick
  striking a ball at a target using a hockey stick

Approaches/Methodoligies

Various approaches are used including direct teaching, integration with individual, pair, group and team play, station teaching, etc.

Assessment

Assessment is considered under the following headings:

- Willingness to participate
- Motivation and effort
- Skill level development
- Enthusiasm and attitude

Feedback is given to parents in the end of year report and at parent teacher meetings

Equality/ Access

All pupils regardless of gender/ability/disability have equal access to the P.E. programme in our school.

Teacher's Planning and Reporting

Each teacher is responsible for his/her own class group and the planning of their P.E. programme based on the various strands.