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St Mary's Junior School School Plan for PE



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1. Introductory Statement and Rationale

(a) Introductory Statement

The PE plan for St. Mary's JNS was reviewed in consultation with the teaching staff and PE post-holder (AP2). The changes were implemented as a result of staff meeting (October 4th 2022) to review the current PE whole school plan (last ratified 2006). Following feedback at the staff meeting, the school plan was updated.

(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 lives¹. *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.*

2. Vision and Aims

(a) Vision

We seek to assist the children in our school in achieving their potential through the opportunities they receive to physically educate themselves through the strands of the PE curriculum and to promote physical activity throughout the school.

(b) Aims

We endorse the aims of the Primary School Curriculum for PE²

- 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 curriculum³ have been considered and adapted and in particular we aim to develop inclusive activities at all times in every lesson.

3. Curriculum Planning

a) Strands and Strand Units

The strands/strand units/content objectives for the relevant class level(s) are found on the following pages of the **Physical Education Curriculum**. They are also available on www.ncca.ie or www.curriculumonline.ie.

- Infant classes pp. 16-23.
- First and Second classes pp. 24-34.

The school will also use the PE lesson plans prepared by the Primary School Sports Initiative. Available at <https://pssi.pdst.ie/strand.html>.

¹ Page 2, PE Curriculum, 1999

² Page 10, PE Curriculum, 1999

³ Pages 11,12, PE Curriculum, 1999

Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following six strands – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure and Aquatics.

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

Posters/Photographs/Displays
Suitable Videos
Suitable Websites

We will ensure there is continuity and progression from class to class by:

- 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.
- We will record the content covered at each level which will briefly detail the level of engagement with each strand (Cúntas Míósúil).

b) Approaches and Methodologies

We will use a combination of the following approaches:

Direct teaching approach⁴ - The direct-teaching approach involves the teacher telling or showing children what to do and observing their progress. It entails the teacher making all, or most of, the decisions concerning the content of the lesson and the child responding to instructions. It is a useful approach if the objectives are concerned with performing folk dances, for instance. It allows for practice of skills within a games situation where the teacher decides on the nature of the practice and the time allocated to it or the number of repetitions. Direct teaching is appropriate too for use when organising activities, ensuring that safety practices are being applied and in the handling of PE equipment. Thus, it can feature as part of the teacher's approach in a wide range of lessons.

Guided discovery approach⁵ - The guided-discovery strategy involves the teacher in designing a series of questions that will eventually lead to one or more appropriate answers and ultimately the discovery of a particular concept or 'solution'. It is one of the approaches that offer children the opportunity to make decisions, solve problems or take initiative.

Integration⁶ - Physical education has many objectives which are developed by other subjects such as Gaeilge, English, art, music, mathematics and especially social, personal and health education. The development of these subjects can be enriched through a programme of physical education which is broad and balanced.

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

- Individual, pair, group and team play⁷ - At infant level, most activities will be undertaken first by an individual child, and this can then be developed into partner work. Small groups may learn to work together. Providing opportunities for group work during first and second classes should enhance co-operation in preparation for the development of team play in a game's situation, for instance. Children with special needs will be integrated into lessons in a safe and appropriate way.
- Station teaching⁸ - The use of 'stations' is appropriate in teaching games, gymnastics, outdoor and adventure activities, athletics or aquatics. This is a framework which allows maximum numbers of

⁴ Page 43, PE Teacher Guidelines

⁵ Pages 43,44, PE Teacher Guidelines

⁶ Page 45, PE Teacher Guidelines

⁷ Page 51, PE Teacher Guidelines

⁸ Page 51, PE Teacher Guidelines

children to participate, providing opportunities for continuous practice for groups working on different tasks at the same time.

- Using a play area divided into grids⁹ - This method of organising a class lesson is useful for games teaching, especially for second class. The size of the play area should be considered and how it can be divided most effectively to allow individual or pair practices, group work and small-sided games. The area is divided into grids, approximately 8m by 8m.

Fundamental Movement Skills and Activities

- Teachers will access the FMS and activities resource available at <https://www.scoilnet.ie/pdst/physlit/fms-activities/>
- This is an interactive resource comprising a teacher guide, three teacher resource books and supplementary online material. Each book outlines teaching and learning approaches for fifteen FSM.
- This resource is intended to contribute to the development of the physically literate child. It has been designed to complement the teaching of the Irish Primary School Physical Education (PE) Curriculum and aims to provide a range of tools to support the teacher in teaching fundamental movement skills (FMS) throughout the primary school. These experiences should lead to a physically literate pupil, who has the movement competence, confidence, and understanding to continue participation in physical activity throughout their lives. (Whitehead, 2016)



Structure of a PE lesson:

- *Warm Up*
- *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. We will divide our hall/play area into grids to allow for small group activity and yet all children will be involved.
- *Cool Down*

c) Linkage and Integration (See Curriculum p. 13, 18, 37, pp.45-47 Teacher Guidelines)

Opportunities for linkage (i.e., integration within the physical education curriculum) and integration (i.e., cross-curricular connections) exist throughout all levels.

- 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. Mathematics can also be integrated into the PE class.
- Language: 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 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.
- Opportunities for integration (especially with music, drama, dance and Aistear) should be identified when the PE programme is being planned. Careful planning will ensure that PE objectives are clearly defined within integrated activities.

⁹ Page 54, Teacher Guidelines

d) Assessment and Record Keeping

The school's assessment & record keeping policies are available under School Policies and Procedures (Microsoft Office - OneNote).

(See PE Curriculum pp. 68-74, Teacher Guidelines pp. 98-100)

Teachers shall 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
 - Curriculum profiles in physical education – these will be developed by the school at a later stage. We are concentrating on the introduction of the Strands at the moment.
- 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 the 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.
- Our school policy on record-keeping informs practice on:
 - What is recorded, the maintenance of school records and access to same.
 - The practice of sharing information with children/parents/colleagues.

e) Children with Different Needs

All children will be encouraged to participate in all PE activities to the best of their abilities 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.

Teachers will endeavour to support and ensure the participation of children with special needs by planning to include all children in PE activities. This will mean we have to focus on the abilities of each child. We will refer to the Physical Education Guidelines for Teachers of Students with MILD General Learning Disabilities produced by the NCCA.

We will also plan to include children who may have physical disabilities by planning to include them in all PE activities and by adapting the activities as necessary.

Group work can be facilitated through the 'station' teaching method. *A group can be composed of children of similar ability or of children of mixed ability.*

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.

We will refer to the Physical Education Guidelines for Teachers of Students with MILD General Learning Disabilities produced by the NCCA.

Address potential areas of difficulty for students with mild general learning disabilities¹⁰

▲ Potential area of difficulty	■ Implications for learning
Fitness levels	It may prove necessary to set targets to improve fitness.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Include active warm-ups and drills for skills practice. ■ Vary activities in the lesson to include the use of gross motor skills; have regular short periods of exercise daily. Do cooling down exercises. Consult with parents/guardians. 	
▲ Potential area of difficulty	■ Implications for learning
Listening and responding	The students may have difficulty with short-term memory and concentration span.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Keep instruction clear and simple. Students repeat instructions. ■ Give a demonstration of the task; do a verbal analysis of the task; student performs the task; the teacher affirms the task. 	
▲ Potential area of difficulty	■ Implications for learning
Co-ordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Teach a suitable gait for the skill, for example throwing and catching a ball, jumping and landing, balancing. ■ Give good visual demonstrations. ■ Reaffirm good examples and practices. ■ Use additional equipment to suit the needs of the student, for example softer balls, larger targets. ■ Provide physical support for students in performing a skill, for example jumping. 	

¹⁰ Page 18-19, NCCA Physical Education Guidelines for Teachers of Students with MILD General Learning Disabilities

▲ Potential area of difficulty	■ Implications for learning
Spatial and body awareness	There may be safety issues for students engaging in movement exercises.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Provide suitable group arrangements, for example restricting the area of movement, planning for the student to engage in follow the leader, using copying and contrasting exercises. ■ Use specific body parts in exercises, for example make a shape with the upper part of the body. 	
▲ Potential area of difficulty	■ Implications for learning
Left-right orientation	It may be necessary to include regular exercises with these movements.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Include warm-up exercises/stretches in which students mirror the actions of peers or teacher, for example 'O'Grady says', or 'Follow the leader'. ■ Include exercises with equipment using both sides of the body. 	
▲ Potential area of difficulty	■ Implications for learning
Behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Establish a routine format for the class, and the expectation of desired behaviour. ■ Ensure that the student is suitably placed in the class for optimum learning. ■ Check that the student is attending through reinforcing and questioning. ■ Involve students in demonstrations where possible. ■ Encourage the students and assign tasks that give opportunities for success. 	
▲ Potential area of difficulty	■ Implications for learning
Social integration	Keep appropriate balance between co-operative and competitive activities. Foster enjoyment of activities with others. Encourage the individual student's interest in particular aspects of the strands.
+ Possible strategies	
<ul style="list-style-type: none"> ■ Group students appropriately. ■ Use co-operative and fun activities regularly. ■ Give encouragement and acknowledge good effort. ■ Set skill development levels commensurate with students' ability levels. ■ Set reasonable targets for co-operative activities (individual and group). 	

General Adaptation Suggestions¹¹

Equipment:

Larger/lighter bat
 Use of velcro
 Larger goal/target
 Mark positions on playing field
 Lower goal/target

Rules Prompts, Cues:

Demonstrate/model activity
 Partner assisted
 Disregard time limits
 Oral prompt
 More space between students
 Eliminate outs

¹¹ Based on: <http://www.pecentral.org/adapted/adaptedactivities.html>

Scoops for catching
Vary balls (size, weight, color, texture)

Allow ball to remain stationary
Allow batter to sit in chair
Place student with disability near teacher

Boundary/Playing Field:

Actions:

Decrease distance
Use well-defined boundaries
Simplify patterns
Adapt playing area (smaller, obstacles removed)

Change locomotor patterns
Modify grasps
Modify body positions
Reduce number of actions
Use different body parts

Time:

Bowling

Vary the tempo
Slow the activity pace
Lengthen the time
Shorten the time
Provide frequent rest periods

Simplify/reduce the number of steps
Use two hands instead of one
Remain in stationary position
Use a ramp
Use a partner
Give continuous verbal cues

Basketball

Use various size balls (size, weight, texture, color)
Allow travelling
Allow two hand dribble
Use larger/lower goal
Slow the pace, especially when first learning
If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair
Use beeper ball, radio under basket for individual with visual impairment

Soccer

Use walking instead of running
Have well defined boundaries
Reduce playing area
If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
Use a deflated ball, beeper ball, brightly colored ball
Use a target that makes noise when hit

Volleyball

Tennis

Use larger, lighter, softer, bright colored balls
Allow players to catch ball instead of volleying
Allow student to self-toss and set ball
Lower the net
Reduce the playing court
Stand closer to net on serve
Allow ball to bounce first
Hold ball and have student hit it

Use larger, lighter balls
Use shorter, lighter racquets
Use larger head racquets
Slow down the ball
Lower the net or do not use a net
Use brightly colored balls
Hit ball off tee
Allow a drop serve
Stand closer to net on serve
Do not use service court
Use a peer for assistance

f) Equality of Participation and Access

In planning for PE, we are going to pay attention to the following areas in order to promote gender equity throughout the physical education curriculum.

- All children from infants to second class will partake in all six strands of the curriculum.
- We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme i.e. one particular group or class will not be allowed unlimited access to larger yard areas.
- When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
- As a staff we will help children to build positive attitudes towards all activities.
- We will take into account the needs of girls and boys when promoting the health related fitness of children.

Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. P.E. provides great opportunities for this integration.

- The Dance strand of the curriculum will be used to introduce dances from other cultures in the area of folk dance. The children from other countries will also appreciate the folk dances which are an integral part of our Irish culture.
- Large sporting events such as the Olympics, World Cup, Special Olympics etc. will be used to look at the customs and sporting culture of some of the participating countries.
- Identify provision required, as and where necessary, for inclusion of children experiencing any form of disadvantage.
- Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

In line with Department of Education recommendations, it is the policy of St. Mary's JNS not to charge for in-school curricular activities. When organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, funding is sought annually from the South Dublin County Council in partnership with Swim Ireland. Families are asked to contribute a nominal fee. 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.

4. Organisational Planning

a) Timetable

In this school all classes will have two sessions of PE each week – each session thirty minutes duration. Second Classes will attend swimming lessons in Terms 2 and 3.

The Games, Outdoor and Adventure activities and Athletics strands are done at a time when it is hoped the weather will be fine and will allow the PE lessons to be based outside.

Sample for Infant Classes			
September-October	November-December	January-March	April-June
Games	Dance	Gymnastics	Games
Athletics	Gymnastics	Dance	Outdoor and Adventure activities
Outdoor and Adventure activities		Games	Athletics Active Week/Sports Day
Sample for first and second classes			
September-October	November-December	January-March	April-June

Games	Dance	Aquatics	Games
Athletics	Gymnastics	Gymnastics	Athletics
Outdoor and Adventure activities		Dance/Games	Outdoor and Adventure activities Sports week/day

The school will facilitate an “Active Schools 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.

b) PE Equipment and ICT

PE Equipment *(See pp. 104-105 Teacher Guidelines)*

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the post holder for PE and is checked and updated at the beginning of each school year.
- PE equipment is stored in the PE Hall storage room. The room is off limits to children unless accompanied by an adult. It is the responsibility of each class teacher to ensure that all equipment is returned to the correct location in the storage 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 regularly.
- The post holder in consultation with the principal and the staff will have the responsibility to purchase the PE equipment for the school and to apply for equipment from different organisations who give free equipment to schools. The BOM will sanction finances for updating PE equipment as required, subject to finances being available.

ICT *(See p101 Teacher Guidelines)*

- In order to ensure a PE rich environment, the school will display PE information and activity ideas and warm-ups outside the PE storage room. The use of the school’s digital camera or iPads will be useful in recording PE activities. The display of these pictures on the school website will give an opportunity to children to see themselves and others in action.
- Use will also be made of a digital video camera or iPads from time to time to enable children view their performance of certain activities in the PE classroom. The teachers will initiate discussion of same as a positive re-enforcement exercise.
- 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 recording devices (camera, iPad) 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.

c) Health and Safety *(See school’s Health & Safety Policy)*

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

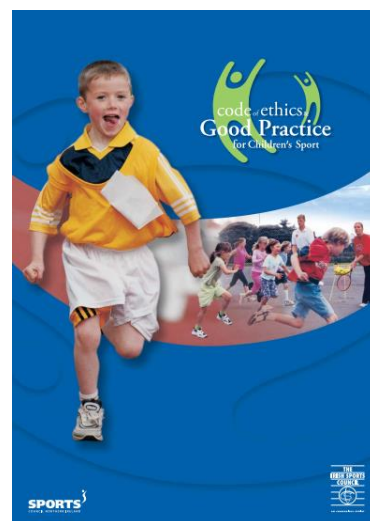
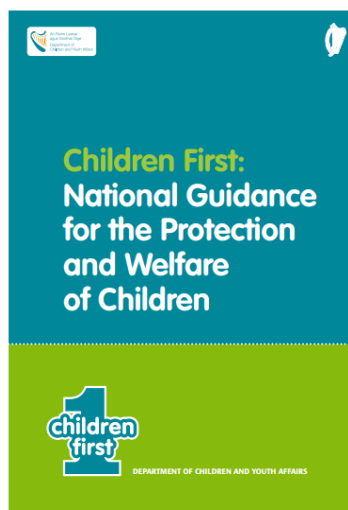
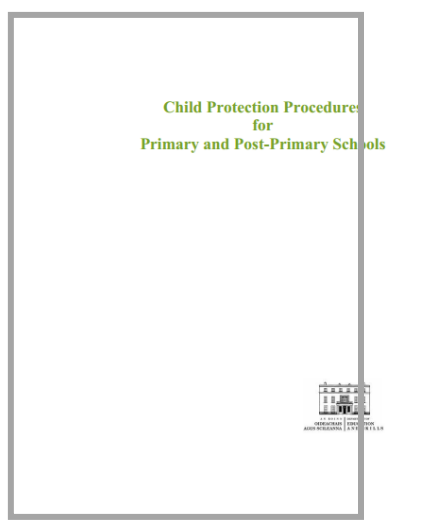
- All children have to wear suitable footwear (runners must be worn in school hall) and clothing during a PE lesson. Children will not be allowed wear any jewellery during a PE lesson.
- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be 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.
- 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.

There will be at least one person on staff with a current First Aid qualification. The First Aid Kit is kept in the secretary's office and is restocked regularly with items only recommended by First Aid personnel. All teachers need to know of any serious medical conditions which a child may have. Teachers will not treat a child unless it will make the difference between life and death. Their parents/guardians will be contacted and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed leaflets are made available to all staff on specific conditions such as asthma, diabetes and allergic reactions etc.

d) Code of Ethics *(See school's Child Protection Policy based on the Department of Education guidelines accompanying the 'Children First' guidelines. See SPHE plan; Code of Ethics, Good Practice for Children's Sport)*

- 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 should undergo Garda Vetting and will be expected to adhere to the **Governance Code for Sport**, produced by Sport Ireland. Coaches will also be required to sign a school confidentiality agreement.
- 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 Child Protection Guidelines to be used with the NEW 'Children First Guidelines' (2011) produced for all personnel working with children



e) After School Activities

After school activities might be organised by the school. All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principles of the PE curriculum of the school as follows:

- 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 boys and girls.

The school will organise a sports day where parents/community/others can be invited to view children's PE activities and encourage them to participate.

Note: The extra-curricular programme that involves competitive activities should always reflect the aims and objectives of the PE curriculum.

f) Individual Teachers' Planning and 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 your 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.

For now, teachers will plan based on the strands as outlined on the yearly timetable in Section 7 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 (*see pp. 34-35 Teacher Guidelines*).

The Cuntas Míósúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual cuntas míósúil have been evaluated it should be obvious to the staff which elements of the curriculum were being implemented.

g) Staff Development

The postholder with responsibility for PE will circulate information to staff on: current research and resource materials and supply check websites providing information on PE. The Primary Schools' Sports Initiative (PSSI) <https://pssi.pdst.ie/strand.html> and the Irish Primary PE Association www.irishprimarype.com have definite links to the curriculum and PE in Ireland. An inventory of organisations will be drawn up where free resources will be available e.g., Irish Heart Foundation, Move Well Move Often, Fundamental Skills.

If the need arises, we can reach out to the local Education Centre to seek information or arrange further training in a particular area of PE identified as needing CPD. Funding may be available through grants for professional development in all areas of the curriculum. Staff members attending extra courses 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.

Teachers can benefit from their interaction with the local sports coaches e.g., Local Sports Partnership, sporting organisations, who provide coaching in the locality. Any coaches invited into the school will be there to support the teacher with a view to promoting good practice.

h) Parental Involvement *(See Primary School Curriculum, Your child's learning, Guidelines for Parents)*

We will outline the benefits of the PE curriculum on our website for parents and stress the difference between PE and sport and encourage them to become involved in our Active Schools Week or any initiative we will organise. We will encourage sporting endeavour at all times.

i) 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.

Developing and maintaining links with a variety of local clubs

We will also make reference to local 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 in to the school to share the victory with the local children.

5. Success Criteria

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.

This plan will make a difference to the teaching and learning of PE in our school. These are the criteria that will indicate success:

- 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 boys and girls.

In reviewing the plan, we will reflect on the following:

- Has the plan achieved its aims? What are the indicators? (See Aims).
- Response of the children, is their increased enjoyment and participation?
- Do teachers feel that structure, procedure and continuity is evident in the plan?
- What has been the response of the D.E.S. inspectorate with the school plan and the individual planning of teachers?

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.

6. Implementation

a) Roles and Responsibilities

Individual teachers are responsible for the implementation of the PE plan. It will be supported by the post holder with responsibility for PE. The plan will be developed by the whole staff. The PE post holder will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

b) Timeframe

Plan will be implemented by **January 2023**.

7. Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the PE curriculum in the school. The plan be monitored and evaluated on an ongoing basis as required. We can reflect on how well the PE programme has been taught and received in the school. The following will be consulted in appraising the PE plan.

a) Roles and Responsibilities

The following groups are involved in the review.

- Teachers
- Pupils
- Parents
- Post holders/coordinators
- BOM/DES/Other

b) Timeframe

Plan will be reviewed by **School Year 2025/2026**.

8. Ratification

Reviewed / Ratified by:

	Date:
Teaching Staff	8th November 2022
Board of Management	30th November 2022