

Lucan East Educate Together N.S.

Physical Education Plan



1. Introductory Statement and Rationale

(a) Introductory Statement

The Physical Education (PE) plan for Lucan East Educate Together NS (LEETNS) was formulated by the PE post holder and PE Committee in consultation with the principal and teaching staff. The plan was approved by the BOM on 1st October 2024.

(b) Rationale

PE 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 our students in achieving their potential through the opportunities they receive and activities they participate in drawn from the strands of the PE curriculum. We also seek to encourage children to lead active healthy lives by encouraging physical activity throughout the school. PE is seen by the school community as a vital component of the curriculum and we endeavour to ensure that every child in our school, regardless of gender and ability, has equal access to the PE curriculum.

(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

¹ Page 2, PE Curriculum, 1999

² Page 10, PE Curriculum, 1999

- 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.

In addition, we aim to develop inclusive activities at all times in every lesson.

3. Curriculum Strands and Strand Units

- The strands/strand units/content objectives for the relevant class level(s) are found on the following pages: (or at www.ncca.ie)
 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
- The strands across the P.E. Curriculum for all classes are:
 - Athletics
 - Dance
 - Gymnastics
 - Games
 - Outdoor and Adventure activities
 - Aquatics
- These strands are further divided into 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 & Adventure Activities Adventure Orienteering Activities 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.
- Each teacher must make him/herself familiar with the curriculum objectives for his/her class. [The broad objectives of the PE curriculum](#) must also be considered.
- The school has a PE store which contains resources collected by the PE post holder (see Appendix ...). This is the central area for PE within the school.

- Teachers choose a range of activities for all strands for each class. The curriculum is designed to be spiral in nature. The children experience the 5 strands each year. Aquatics is addressed in Second Class. As they progress through the school, they will experience opportunities to refine and develop their skills, abilities, knowledge and appreciation in each strand. All staff members will endeavour to ensure continuity, progression and consistency from class to class by following the recommendations in the curriculum.
- Each year, teachers will deliver the PAWS programme. PAWS (Primary Aquatics Water Safety) by Water Safety Ireland provides crucial life-saving principles that every child should grasp, whether they're being educated at home or in a school setting. This will ensure that all children (including those who do not attend swimming lessons) will learn about water safety <https://www.teachpaws.ie/>

4. Approaches and methodologies

- We use a combination of the following approaches:
 - Direct teaching approach³
 - Guided discovery approach⁴
 - Integration⁵

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

- Individual, pair, group and team play⁶
- Station teaching⁷
- Using a play area divided into grids⁸

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

Teachers deliver the curriculum content of the lesson in accordance with the PE plan incorporating one/two teaching points of Fundamental Movement Skills (FMS) where appropriate. The FMS being addressed should not be the sole focus of the PE class.

Development

One effective teaching approach we use in Lucan East ETNS is Whole-Part-Whole.

After introducing the teaching points, set up a game or relevant activity (whole), pause the activity and teach one or two of the key components of the FMS in isolation (part). Allow time

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⁴ Page 42, PE Teacher Guidelines
Pages 43,44, PE Teacher Guidelines

⁵ Page 45, PE Teacher Guidelines

⁶ Page 51, PE Teacher Guidelines

⁷ Page 51, PE Teacher Guidelines

⁸ Page 54, Teacher Guidelines

for pupil reflection. Then restart the game or activity to practise the skill in an authentic setting (whole).

Station teaching may be used to teach a specific skill and to enable the children to experience a variety of activities in the PE lesson. In these instances the hall/play area may be divided into grids to allow for small group activity to ensure all children will be involved.

Conclusion: Summarise learning. Consider incorporating effective questioning or pupil self-reflection. This may also be a useful time to give homework or set a target for the next PE class.

5. Assessment and record keeping

The School's Assessment & Record Keeping Policies are available in the school office.
(Refer to PE Curriculum pp. 68-74, Teacher Guidelines pp. 98-100)

Teachers assess pupils informally during lessons

We 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
- Teachers use a variety of assessment tools used to gather information about a child's progress. Our assessment tools are:
 - Teacher observation
 - Teacher-designed tasks
 - Assessment tools from Scoilnet.ie based on the Fundamental movement Skills
- Information gained from the assessments is used to inform future planning according to the needs of the class.
- Records are kept in teachers records.
- Teachers share information with children informally.
- Feedback is given to parents during parent-teacher meetings in November/February and other times when the teacher feels it is relevant.
- The assessment criteria used for each activity forms part of class and school planning.
- Assessment data and information is passed on from the previous class teacher to the new class teacher at the end of each school year.
- Teachers may use ICT to record children learning skills and using recordings to help children identify their strengths and areas for development.

Note: Opportunities may arise for the teacher to support individual pupils through effective feedback and questioning.

4. Children with Special Educational Needs (SEN)

- Teachers support and ensure the participation of children with SEN. This is done through allowing children to participate in activities at their own level through the modification of tasks where necessary. Group and pair work and similar ability groups are used in conjunction with a balance of activities from across the strands. The SNAs support children to participate in lessons also.
- We refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA. (Appendix 1)
- Children with exceptional ability/talent for PE are 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 are based on the activity being pursued by the rest of the class. In addition, the children are encouraged to maximise their talent by joining school teams/competitions and 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 are, on occasion, encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

All children are encouraged to participate in all PE activities through the use of co-operative fun activities. We 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 challenge them to improve their performance. Reasonable targets are set for all children at individual, pair and small group levels.

6. Equality of participation and access

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 is used to introduce dances from other cultures in the area of folk dance, especially during the annual intercultural day. The children from other countries 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 are used to look at the customs and sporting culture of some of the participating countries.
- Introduction of games from different countries i.e. handball to children in the school, yet at the same time acknowledging the special place that Gaelic Games hold in our culture. Gaelic Games are given consideration as part of the Games programme in the senior classes
- Every child has access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

7. Linkage and integration

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

- Linkage and integration:
 - Linkage takes place within PE as 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 are 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 questioning from the teacher develops the vocabulary associated with PE. Allowing the children to analyse their own performance allows 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.
 - Bainfidh na muinteoirí usaid as gaeilge nuair atá said ag muineadh rince gaelach.

Organisational Planning:

8. Timetable

In this school the infant classes have two sessions of PE each week – each session thirty minutes duration. All other classes have two half hour sessions or one one hour session. Second Class is timetabled to attend swimming lessons during the school year. The school has a sport for all day each year.

9. Code of ethics

(Refer to school's Child Protection Policy based on the Department of Education and Science guidelines accompanying the 'Children First' guidelines.

Also refer to 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 are expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council.

http://www.irishsportscouncil.ie/Participation/Code_of_Ethics/Code_of_Ethics_Manual/Content_PDF_/

‘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’⁹

- 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 must adhere to the Department of Education and Skills Child Protection Guidelines and the ‘Children First Guidelines’ produced for all personnel working with children.

10. After School Activities

After school activities are organised by the teachers in the school. All children of relevant age to the activities are invited to attend. These activities 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

The school organises a sports day where parents/community/others are invited to view children’s PE activities and encourage them to participate.

11. PE equipment

- Our school has a detailed inventory of equipment and resources available for PE (see Appendix 3). 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 store room. 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 to the post holder as soon as possible. The post holder will inspect the room once a month. Each teacher is given a copy of the equipment list and is informed of any changes to it throughout the year.
- The post holder, in consultation with the Principal and the staff, purchases the PE equipment for the school and applies for equipment from different organisations.
- The BOM, on the recommendation of the Principal (informed by the PE post-holder), sanctions a budget for updating of PE equipment annually - subject

⁹ Page 9, Section 1.3, Code of ethics in Irish Sport, Irish Sports Council

to funds being available. At present, there is no dedicated PE grant. The Principal also requests additional funds from the Parent Teacher Association.

- In order to ensure a PE rich environment, the school has a dedicated PE information board which is updated every month. This notice board displays the strand being taught that month and the target fundamental movement skill.

12. ICT

- 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 being shown to children.
- Teachers may use ICT as a means of assessment by recording children doing activities to identify or to help children to identify areas of strength and areas for improvement.

13. Health and safety

(Refer to 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 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 are allowed to wear any jewellery during a PE lesson.
- We will endeavour to use equipment 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.

There are 12 people on the staff with a current First Aid qualification. The First Aid Kit is kept in the Secretary's Office and is restocked regularly. Other portable First Aid

Kits are also available when children are participating in PE outside the school grounds. The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. This information is uploaded to Aladdin for relevant staff members to view.

14. Individual teachers' planning and reporting

The whole school plan and the curriculum documents for PE 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. Teachers have their own individual plans and attend monthly class planning meetings where they can collaborate and share ideas.

Teachers will plan based on the strands as outlined on the yearly timetable (Appendix 2) 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 (*Refer to pp. 34-35 Teacher Guidelines*)

The Cúntas Míósúil is very relevant in reviewing PE instruction in the school and developing the school plan for the following years.

15. Staff development

The Post Holder monitors developments in PE current research, reference books, resource materials and websites dealing with PE. In January 2024, an Oide facilitator (Margaret Foley) spent a day in LEETNS conducting meetings with all class teachers and doing a one-hour workshop with all teachers after school on implementing the Fundamental Movement Skills via the Move Well, Move Often Programme.

www.pcsp.ie and www.irishprimarype.com have definite links to the curriculum and PE in Ireland. The school has a library of relevant resource material which aids teachers in their development and implementation of the PE curriculum and we endeavour to build it. An inventory of organisations will be drawn up where free resources will be available.

Staff members attending extra PE courses are encouraged to share their new ideas with the rest of the staff at staff meetings. 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 benefit from their interactions with the local sports coaches e.g. G.A.A. who provide coaching in the locality and in our school. Any coaches invited into the school will be there to support the teacher with a view to promoting good practice.

16. Parental involvement

We ask all parents to support their children to participate in all strands of the PE curriculum. We ask parents with recognised areas of expertise in the area of PE and/or Sport to support us in our efforts if their talents will be of benefit and have had parents in to coach the children in cricket, athletics, zumba and yoga in recent years. At all times the class teacher is present and retains ultimately responsibility for the class. We encourage sporting endeavour at all times.

17. Community links

We are very 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 are an invaluable resource to any school. The school maintains links with a variety of local clubs including:

- Lucan Sarsfields GAA Club
- Na Gael Óga GAA Club
- Lucan Harriers Athletics Club
- Leinster Cricket Club
- Community Games
- Bar Monkeys
- FAI
- Table Tennis Ireland
- Ficheall (chess)
- Basketball training with student from Kishoge Community College

The school also partakes in competitions, Blitzes and tournaments in GAA, soccer, rugby, cricket, table tennis and chess.

We refer 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 are invited into the school to share the victory with the children e.g.

- Abdel Llaadjel (past pupil, runner);
- Luke Cullen (past pupil, soccer player);
- Christian Magerusan (uncle of pupil; League of Ireland soccer player),
- Níall O'Muineacháin and Tom Finnerty (staff members, intercounty hurling);
- Conor Mullally (staff member, Irish international table tennis player),
- Elaine Farnan (staff member, World Champion Irish Dancer)
- Will Byrne (parent of pupil; athletics)

The community has also been involved in fundraising for PE equipment for the school.

18. 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.

19. Success criteria

- 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

20. 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
- End of year review by PE committee looking at the following questions: How well are we doing? How do we know? How can we find out more? What are our strengths? What are our areas for improvement? How can we improve?

21. Implementation Roles and Responsibilities

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 with the support of the PE committee.

The plan is monitored and evaluated every three years.

The following will be consulted in appraising the PE plan

- o Teachers
- o Pupils
- o Parents
- o Post holders
- o BOM/DES Inspectorate

Ratification and Communication

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

This PE Plan was reviewed and ratified by the Board of Management on 1st October 2024.

Signed: Gmc Cormack
Chairperson of Board of Management

Date: 1st October 2024

Signed: Gairine H. Haines
Principal/Secretary to the Board of Management

Date: 1st October 2024

Appendix 1

SAMPLE: POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES¹⁰

Potential area of difficulty	Implications for learning	Possible strategies
• fitness levels	It may be necessary to set targets to improve fitness.	• include active warm ups and drills for skills practice • vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians
• listening and responding	The student may have difficulty with short-term memory and concentration span.	• keep instruction simple and clear. Students repeat instruction. • demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task • move to new instruction regularly
• co-ordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas.	• teach suitable gait for 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 target • provide physical support to student in performing skill, for example, jumping
• spatial and body awareness	There may be safety issues for students engaging in movement exercises.	• provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g make a shape with the upper part of the body
• left-right orientation	It may be necessary to include regular exercises with these movements.	• include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O'Grady says; Follow the leader • include exercises with equipment using both sides of the body
• behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.	• establish routine format for class and the expectations of desired behaviours • ensure that the student is suitably placed in the class for optimum learning • check that the student is attending by reinforcing and questioning • involve the student where possible in demonstration • encourage the student and assign tasks opportunities for success
• social integration.	Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands.	• group student(s) appropriately • use co-operative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with students' ability level • set reasonable targets for co-operative activities (individual and group).

¹⁰ Page 19, NCCA Draft Guidelines, Book 3 – for Teachers of Students with Mild General Learning Disabilities

Appendix 2

Year 1 2023/24

Term 1	September	October	November	December
				
	GAMES	ATHLETICS	GYMNASTICS	DANCE
	Catching	Throwing	Jumping for distance	Balancing
Term 2	January		February	March
				
	GYMNASTICS	DANCE	OUTDOOR & ADVENTURE	
	Landing	Skiping	Walking/ Running	
Term 3	April	May	June	Subject to pool timetabling per class
				
	GAMES	ATHLETICS	OUTDOOR & ADVENTURE	AQUATICS
	Kicking	Running	Revise a skill	https://www.teachpaws.ie/

Year 2 2024- 2025

Term 1	September	October	November	December
	 GAMES	 ATHLETICS	 GYMNASTICS	 DANCE
	Striking with hand	Jumping for height	Hopping	Revise a skill
Term 2	January		February	March
	 GYMNASTICS	 DANCE	 OUTDOOR & ADVENTURE	
	Side stepping		Side stepping	Walking/ Running
Term 3	April	May	June	Subject to pool timetabling per class
	 GAMES	 ATHLETICS	 OUTDOOR & ADVENTURE	 AQUATICS
	Dodging	Running	Striking with an implement	https://www.teachpaws.ie/

P.E. Equipment Inventory

Games		Athletics	
Qty	Description	Qty	Description
1	Volleyball stand and net		
1	Badminton net	30+	Beanbags x (2 boxes)
5	Shuttlecocks	8	Wooden spoons and eggs
1	Parachutes	8	3 legged race ties
20+	Tag rugby belts and tags	8	Jumping sacks
15+	Senior skipping Ropes	10	Relay batons
15+	Junior skipping ropes	8	Precision hurdles – various heights
8	Long skipping ropes	14	Athletic hurdles – height adjustable
2	Outdoor table tennis tables	1	Hammer throw
4	Indoor table tennis tables	4	600g shot puts
20+	Table tennis bats	1	1kg shot put
2	Goalposts	1	2kg shot put
15+	Tennis rackets	1	Squidgy discs
15+	Badminton rackets	30	Frisbees
30	Precision bibs	10	Stopwatch (batteries needed)
30	Junior bibs	2	Agility ladders
1	Bag of school jerseys	2	Measuring tapes
30	Blue lucan east junior t-shirts	1	Javelins – sponge
4	Cricket bats	1	Vortex rocket
3	Cricket posts		
2	Cricket balls		
30	Hurls & Helmets		
8	Sliotars		
8	Hockey sticks		
2	Bags of eurohoc sticks with pucks		
1	Box of infant throw and catch		
1	Box of small plastic balls		
1	Box of small hard balls		
	Basketballs, footballs, tennis balls, handballs, rugby balls, sponge balls		
4	Sets of marker domes		
1	Air pumps		
2	Bags of plastic corner flags		
15	Soccer balls		
	Outdoor and Adventure		Dance
Qty	Description	Qty	Description
1	Orienteering Griffeen online (short, medium, long)	30 +	Large/small hula hoops
10	Clip boards	10	Rainbow ribbons
		1	Projector and whiteboard
		1	Interactive screen on wheels