



Faughart Community National School

- Faughart, Dundalk, Co Louth, A91 D897
- www.faughartcns.ie
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Physical Education Policy

Introductory Statement

The staff of the Faughart Community National School formulated this policy conscious of the needs of the children, the expertise of the staff, the resources available, curriculum in-service training and research.

Rationale

This plan was drawn up in order to conform to the principles outlined in the Revised Curriculum and to implement in the most effective way the content outlined. We recognise the importance of Physical Education for children to lead active and healthy lives. We believe that a broad and balanced understanding and development of skills outlined in the Physical Education Curriculum is essential for a child to become an active and healthy member of society

Relationship to Characteristic Spirit of the School

In Faughart Community National School, we are committed to the holistic development of all pupils. We see the development of their understanding and enjoyment of Physical Education as being central to this process. We believe that physical activity improves health and concentration. It encourages positive interaction with others, a sense of team spirit and enhances self-esteem. Physical Education provides children with the opportunity to enjoy physical exertion and feel a sense of achievement. We believe that physical promotes and encourages children to lead a healthy life-style.

Vision

We strive to support the children in our school to achieve their potential, to the best of their ability, through an engaging and enjoyable teaching environment. Through our school's Physical Education programme, we aim to help pupils take an interest in physical activity during their free time, at home, in the community and at school. We recognise the role of Physical Education in providing children with a truly balanced and child-centered active education.



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Aims

The aims of the Physical Education Curriculum and this policy for the pupils in our school are:

- 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.

Content, Skills and Concepts Development

Strands and Strand Units: Outlined below are the strands in the Physical Education Curriculum and the skills that we hope to develop.

Physical Education Strands

Each teacher is familiar with the strands and strand units and content objectives for each class level.

The six strands of the Physical Education Curriculum are:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities
- Aquatics

Please see attached Appendix 1: Physical Education Overview Plan outlining a whole school approach to teaching the Physical Education strands. It is also important that when bringing in outside coaches that they cover a range of different games.



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Fundamental Movement Skills (FMS)

Physical Literacy Physical literacy is the underlying goal of all physical activity. Physical literacy addresses the whole child and respects each pupil as an individual. Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success.

Fundamental Movement Skills (FMS) are the basic building blocks of movement and are an essential part of everyday life and recreational activity. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavors. The FMS encompass a series of locomotor, stability and manipulative skills. These skills will support the teaching of the PE strands of gymnastics, athletics, games, outdoor and adventure, dance and aquatics.

Following PDST training, we are implementing these fundamental skills into our whole school PE plan. In Faughart CNS, this approach will be implemented over the course of a two-year cycle as per Appendix 1. The fifteen FMS have been subdivided during the school year and will be revisited on a number of occasions.

Approaches and Methodologies:

The key methodologies used will be:

- Guided discovery approach
- Teacher directed approach
- Active learning
- Developing skills through content
- Integration

We will use methods that encourage maximum participation by each child through

- Individual, pair or group work
- Station teaching



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Linkage and Integration

Integrated learning both within subjects and between curricular areas is an important principle of the Curriculum. When planning teachers will identify themes that will enable them to integrate aspects of Physical Education, with SPHE, Mathematics, Visual Arts, Geography, Science, History, Drama, Music, Religion, Irish and English.

There is much linkage between the Physical Education Curriculum and other curriculum areas. Some examples include:

- Science: the study of the body will normally include the study of physical activity and its effects on the body
- Geography: seasonal studies may include an outdoor activity such as a nature walk to collect leaves or an Easter egg hunt.
- English: Action songs and rhymes and following instructions during activities and games
- Gaeilge: corpoideachas a theagasc trí mheán na Gaeilge
- History: history of national and international games nowadays and long ago
- SPHE: Healthy lifestyle and taking care of our body; working as a team player
- Mathematics: Maths trails, measuring perimeter around the school grounds
- Music: Movement to music or music as a stimulus for physical activity
- Drama: Movement and learning about using our bodies in different ways to act out a character or situation

Multi-grade Teaching

In our multi-class setting planning is essential. The same equipment may be used for a Physical Education lesson but different activities, suitable to different stages of development may take place. Integration with other subjects can also be adopted.

Assessment and Record Keeping

Assessment in Physical Education seeks to achieve a balanced picture of the children's progress in the acquisition of knowledge and skills, and in the development of important positive attitudes. We will assess:

- Willingness to participate in activities
- Readiness to engage with a certain activity



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- Willingness to cooperate in individual, pair and group activities
- Enthusiasm and attitudes of children
- Level of skill

Methods we use:

- Teacher observation of the children's learning as the Physical Education Curriculum is implemented
- Teacher –designed tasks

Children with Different or Individual Needs

This Physical Education Policy aims to meet the needs of all the children in the school. This will be achieved by teachers adapting activities to include all children to ensure learning for all pupils. Teachers will use a mixture of whole-class teaching and group activities, with different groups set tasks of various complexities. We will particularly encourage inactive and shy children to participate in Physical Education.

Equality of Participation and Access

We view the Physical Education Policy as playing a key role in ensuring equality of opportunity for all children. The plan at each class level will be flexible so that the learning requirements of all children may be addressed. We aim to provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

Organisational Planning

Timetable

- 1 hour per week is the minimum time allocated for Physical Education in all classes.
- The children have 30 minutes per day for physical activity during break times.
- Discretionary Curriculum time may be used occasionally for Physical Education.
- We are introducing an Active Week to promote physical activity for all children in the school.
- Sports day.



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Resources and ICT

All Physical Education equipment is kept in a P.E. store. The equipment is appropriate for the Physical Education curriculum. All teachers have access to the equipment. ICT is used particularly during the teaching of the Dance strand. ICT is also used to record activities.

Active School Week

Faughart Community National School aims to include an Active Schools Week every year generally to take place in the third term. The Department of Education and Skills are trying to encourage physical activity for all members of the school community. The aim is to make physical education fun and inclusive. The teachers will work in conjunction with the pupils, parents, the local community and national agencies to plan and prepare exciting activities to encourage all members of our school community to become more active.

Useful Websites

Useful websites relating to Physical Education will be made available to all teaching staff on our teacher intranet and this will be constantly updated by the teachers as they continually use and evaluate new resources that they deem worthwhile and effective.

Health and Safety

When planning for Physical Education, consideration is given to the following:

- All children should wear suitable footwear and clothing during a Physical Education lesson.
- Teachers, if participating, should also wear appropriate clothing.
- Staff members are aware that certain children have specific medical conditions.
- Suitable equipment should be used in lessons.
- In all Physical Education lessons the children will partake in a warm up and a cool down activity.
- If children are unable to participate in the Physical Education lesson, for whatever reason, a note should be given to the teacher to explain such. Teachers should monitor non-participation.
- In the event of an injury or accident the teacher should inform parents.

Individual Teachers' Planning and Reporting

Teachers refer to the whole school plan and the Curriculum documents for Physical Education for information and guidance when preparing long and short term planning. They plan using strands and strand



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units. The Cuntas Míosúil plays an important part in reviewing and developing the whole school plan and individual plans and teachers' professional reflections.

Staff Development

Teachers have access to reference books, resource material, equipment and websites dealing with Physical Education. School personnel research new approaches and methodologies, try out resources on a pilot basis and assess whether or not they should be purchased. Teachers are encouraged to attend in-service and CPD courses and to share expertise acquired at these courses. Time is allocated at staff meetings to discuss aspects of the Physical Education Curriculum when necessary.

Parental Involvement

Parents have an important role to play in encouraging their children to be active. Parents have an active involvement in the school's sports day. Parents will also be encouraged to participate in some of the Active Week activities. Parents also play a vital role in transporting pupils to and from sporting event, allowing pupils to participate and represent their school with pride.

Community Links: Outside Agencies, Expert Coaches and Community Involvement

The school encourages children to participate in local sports clubs and leagues. At school assemblies external sporting achievements are commended. Team training takes place after school. Sports are important to us and participating in local and county events are key features in our school calendar each year.

When possible we take every opportunity to avail of expertise offered by Louth GAA, Dundalk Rugby Club, local athletics club and other sports enthusiasts within our community. Planning for such coaching is organised well in advance to allow for efficient and appropriate timetabling by class teachers who are always present and have overall responsibility for all P.E. lessons.

Annually our school participates in the Cooley Credit Union Races which invites all children from pre-school to 6th with in the Cooley Peninsula to participate in various categorised events. A very inclusive set of races which welcomes children of all ages and all abilities



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Success Criteria

The success of this plan will be measured using the following criteria:

- Implementation of the Physical Education Curriculum will be evident in the plans
- The importance of enjoyment and play
- Maximum participation by all children
- The development of skills and understanding
- A balance between competitive and noncompetitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for all children
- Providing activities equally suitable for boys and girls.

Monitoring and Review of this Policy

This policy will be reviewed every two years, or earlier, where deemed necessary or as required by legislation or Department of Education and Skills Circular

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Appendix 1 Physical Education Overview Plan

Year A

Year A - Month	Strand	FMS
September	Games	Walking
October	Athletics	Running
November	Games	Throwing
December	Dance	Catching
January	Gymnastics	Balancing
February	Games	Landing
March	Dance	Balancing
April	Athletics	Hopping
May	Outdoor & Adventure	Jumping for Distance
June	Aquatics	Jumping for Height

Year B

Year B - Month	Strand	FMS
September	Games	Kicking
October	Athletics	Side Stepping
November	Games	Striking with Hand
December	Dance	Skipping
January	Gymnastics	Landing
February	Games	Striking with Implement
March	Dance	Balancing
April	Athletics	Side Stepping
May	Outdoor & Adventure	Dodging
June	Aquatics	Walking