

St Joseph's National School Moneygall

Physical Education Policy



Introductory Statement and Rationale

Introductory Statement

This document is a statement of the aims and objectives, principles and strategies for teaching and learning of Physical Education (PE) in St Joseph's NS Moneygall. This policy was formulated in consultation with the whole staff, the principal and Board of Management and provides a coherent approach to the provision of PE across the school.

Primary school PE is critical for the development of skills essential for lifelong participation in physical activity, providing students with learning and holistic development opportunities through the medium of movement. This policy describes our school's agreed approach to PE provision, conforming to the principles outlined in the 1999 Primary PE Curriculum. This policy will serve as a basis for each teacher's long term and short-term planning, whilst also serving to inform new or temporary teachers, parents, and other partners in the education process of the approaches and methodologies which we use in PE. Class teachers have responsibility for choosing the activities for each strand/strand unit, along with employing suitable differentiation to ensure the curriculum is accessible to all students.

Rationale

The purpose of this policy is to provide practical guidance for teachers, parents, and other relevant persons on the provision of quality PE in our school. It is envisaged that our students will benefit from a structured approach to PE regarding content and methodologies. We hope to ensure that continuity is maintained between class levels and that unnecessary overlap is reduced. Physical education contributes to their overall development by helping them to lead full, active, and healthy lives. We aim to provide learning opportunities through PE that encourage them to relate to and communicate with each other, develop their self-esteem and confidence, develop initiative, cooperation, and leadership, and to acquire positive attitudes towards physical activities. They are helped to make informed decisions concerning a healthy lifestyle, whilst learning about the concept of fair play and the acceptance of success and failure.

Vision and Aims

Vision and Link to Ethos

In St Joseph's NS Moneygall, we see physical education as an integral component of our school and necessary in the development of all our students. We envisage that, through PE, students will be given the opportunity to develop their physical skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment. We hope to give all students an opportunity to succeed regardless of ability, emphasising the participation, cooperation, and enjoyment aspects of the programme. The planning and management of the PE curriculum in our school will always have the students as the focus of attention through the provision of a broad, balanced, and differentiated programme of physical activities.

Key Messages:

- 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
- providing opportunities for achievement of each child

- providing activities equally suitable for boys and girls

Aims

We endorse the aims of the primary PE curriculum:

- 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

Curriculum Planning Broad Objectives

When due account is taken of intrinsic abilities and varying circumstances, the PE curriculum should enable the child to:

Social and personal development

- experience enjoyment and achievement through movement
- interact and co-operate sensitively with others, regardless of cultural or social background or special needs
- develop qualities of self-esteem, self-awareness, confidence, initiative, and leadership through movement
- develop an understanding of fair play and team spirit through participation and competition
- develop positive attitudes towards participation in movement activities
- experience adventure and challenge

Physical and motor development

- develop strength, speed, endurance, and flexibility through engaging in a wide variety of activities
- develop agility, alertness, control, balance, and co-ordination through movement
- develop personal competence in the athletic skills of running, jumping, and throwing
- perform dances with confidence and competence, including simple folk and Irish dances
- develop personal competence in a range of gymnastic movements
- 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
- apply the skills needed to live and move with confidence in the environment, build water confidence near, in, on and under water
- develop personal competence in a variety of strokes and water agility

Knowledge and Understanding

- develop an understanding and general knowledge of movement activities and derive benefit as a participant and as a spectator
- develop an understanding of travel and weight-bearing as the basis of efficient body management and control, both on the floor and using apparatus
- experience and develop an understanding of the use of space, speed, effort, direction, and level in the performance of actions

- develop an understanding of the appropriate basic rules, tactics, and strategies of movement activities
- observe, discuss, analyse, interpret, and enjoy the performance of movement together
- record and interpret information on achievement in movement activities
- be inventive, make decisions, solve problems, and develop autonomy through movement activities
- participate in and develop a knowledge, understanding and appreciation of cultural activities through movement
- develop an appreciation of and respect for the environment through participation in activities outdoors

Creative and aesthetic development

- use the body as a means of expression and communication, using a range and variety of stimuli
- create and perform routines create and play simple games
- develop artistic and aesthetic understanding within and through movement

Development of health-related fitness

- maintain and enhance health-related fitness through vigorous activity that helps to promote a healthy lifestyle
- understand and practise good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

Development of safety

- adopt safe practices in all physical activities.

Additional aims that relate to the context of St Joseph's NS Moneygall:

- To hold an annual "Fitness and Fun Day"/Sports day.
- To take children from ___ to 6th class to swimming lessons annually
- To enter the following Cumann na mBunscol Competitions each year:
 - u10, u11 and u13 boys and girl's football
 - u10, u11 and u13 hurling and camogie
 - INTO Mini-Sevens
- To participate in the _____ Basketball League.
- Soccer? Tennis? etc

Approaches and Methodologies

A broad range of approaches and methodologies are used to teach PE, taking factors such as the content and context of the lesson into account, as well as the needs of the child.

Among the teaching approaches we will use for teaching PE are:

Direct teaching approach

This approach entails the teacher making all, or most of, the decisions concerning the content of the lesson and the student responding to instructions. 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.

Guided discovery approach

This approach involves the teacher 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 students the opportunity to make decisions, solve problems or take initiative.

Integrated approaches

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

Individual, Pair & Group work

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 games situation, for instance. Team play is appropriate for students from third to sixth class, but team play should always suit the individual needs of the child. Small-sided games and mini versions of games with modified rules are most suitable. Larger groups of students can work together in dance and gymnastics lessons from third to sixth class, developing from initial work undertaken individually to work with a partner and work as a member of a small group. All students will be afforded opportunities to work individually and as part of a group. Younger students and those with additional needs will need more individual attention.

Station teaching

The use of 'stations' is appropriate in teaching each of the strands. This is a framework which allows maximum numbers of students to participate, providing opportunities for continuous practice for groups working on different tasks at the same time.

Using a play area divided into grids

This method of organising a class lesson is useful for games teaching, especially for third to sixth classes. 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.

In every strand, students will be given opportunities to:

- become skilful and intelligent performers
- acquire and develop skills, performing with increasing physical confidence and competence
- learn how to select and apply skills
- develop their ideas in a creative way
- set targets for themselves and compete against others individually and as team members
- understand what it means to persevere, succeed, and acknowledge the success of others
- take the initiative, lead activity, and focus on improving aspects of their own performance

Structure of a PE Lesson

Our PE lessons will follow the following pattern:

- Warm up – including dynamic stretching & raising heart rate
- Main activity – skills development & games
- Cool down – including static stretching & breathing exercises

Lessons will aim to incorporate a Fundamental Movement Skill specific to the strand being taught.

PE Strand & Strand Units

Refer to Curriculum (also available on 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*

Athletics

- Running
- Jumping
- Throwing
- Understanding and appreciation of athletics

Aquatics

- Hygiene
- Water safety
- Swimming
- Entry to and exit from the water
- Buoyancy and propulsion
- Stroke development
- Water-based ball games
- Understanding and Appreciation of Aquatics

This strand is carried out from 2nd to 6th class for 5-6 weeks in Roscrea Leisure Centre.

Dance

- Exploration, creation, and performance of dance
- Understanding and appreciation of dance

Games

- Sending, receiving, and travelling
- Creating and playing games
- Understanding and appreciation of games

Gymnastics

- Movement
- Understanding and appreciation of gymnastics

Outdoor and Adventure activities

- Walking, cycling, and hiking activities
- Orienteering
- Outdoor challenges
- Water-based activities
- Understanding and appreciation of outdoor and adventure activities

Appendix 1 includes a list of available PE equipment that can be used in conjunction with the strands above.

Linkage and Integration

(Refer to Curriculum pg. 13, 18, 37; Teacher Guidelines pg. 45-47)

Linkage

Wherever possible, teachers will explore the possibility for linkage across the PE Curriculum. Study of each unit will provide opportunities for the simultaneous development of skills and concepts in other areas of the curriculum.

Integration

We will seek opportunities for integration across PE and other curricular subjects. A list of possible integrated themes are as follows:

Gaeilge: Treoracha a thabhairt agus a leanúint

English: Instructional writing; match reports

Maths: Measuring distance and speed

SESE: Mapping skills; My body and exercise; Games from the past

Visual Arts: Diagrams Displays for physical activity

Drama: Movement in gymnastics and dance

SPHE: Myself and personal health & exercise

Resources

Teachers use the curriculum as a main guide to teaching PE. We also have an online folder where resources separated by class group are available to class teachers for each strand. Class teachers can add resources to this folder and share resources easily amongst each other throughout the year.

Other resources include:

- PDST Resources
- Learning.gaa
- www.pssi.ie
- Active School Flag
- Sport Ireland

Assessment

Assessment is a central part of the everyday learning and teaching process in PE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used. Assessment is used to provide information on individual students, assist the teacher in planning a programme and facilitates communication with other teachers, parents, and other professionals. Our main assessment tools for PE include teacher observation and teacher-designed tasks. Assessment in PE will seek to measure and report on the child's progress and achievements throughout all aspects of the curriculum and will focus on students:

- Willingness to participate in activities
- Readiness to engage with a certain activity
- Ability to 'perform' the given activity and the child's skill level in the 'performance'
- Interest and attitude to activity
- Willingness to cooperate in individual, pair, and group activities

- the perseverance of the child in carrying out a task
- the child's awareness of the difficulties of others and his willingness to help
- the ability of the child to engage in assessing her progress and reflecting on his/her learning
- various behaviours, such as leadership ability, level of self-confidence, sense of fair play, assertiveness, aggression, readiness to take risks and meet challenges

Assessment for learning will provide feedback to students to improve learning and inform practice.

Assessment of learning will help to identify the milestones students reach and the progress they make to report to parents, other teachers, and the students themselves.

Assessment as learning will involve teaching the students 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 (in Plean Scoile) informs practice on:

- What is recorded, the maintenance of school records and access to same
- The practice of sharing information with students/parents/colleagues

Differentiation:

It is important that all students experience a rounded education. PE plays a pivotal role in this education and so we will do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities. Teachers will use a mixture of whole class teaching and group work, with different groups set tasks of various complexities to develop skills. All students benefit from active involvement in the environment, so all will be encouraged to participate in PE. Students will be provided with opportunities to work co-operatively. Common lesson content can be used with all students, but different groups will work on tasks of varying complexities when developing skills. Oral questioning by the class teacher should range from relatively simple to more challenging.

Children with Different Needs

Teachers in St Joseph's NS 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 Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA.

POTENTIAL AREAS OF DIFFICULTY FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES

(Refer to pg. 19, NCCA Draft Guidelines, Book 3 – for Teachers of Students with Mild General Learning Disabilities)

Potential area of difficulty	Implications for learning	Possible strategies
Fitness levels	It may be necessary to set targets to improve fitness.	<ul style="list-style-type: none"> • include active warmups 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.	<ul style="list-style-type: none"> • 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
Coordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • group student(s) appropriately • use co-operative fun activities regularly

	competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands.	<ul style="list-style-type: none"> • 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).
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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.

General Adaptation Suggestions

Equipment

- Larger/lighter bat
- Use of Velcro
- Larger goal/target
- Mark positions on playing field
- Lower goal/target
- Scoops for catching
- Vary balls (size, weight, colour, texture)

Boundary/Playing Field

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

Time

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

Rules Prompts, Cues:

- Demonstrate/model activity
- Partner assisted
- Disregard time limits
- Oral prompt
- More space between students
- Eliminate outs
- Place student with disability near teacher

Actions:

- Change locomotor patterns

- Modify grasps
- Modify body positions
- Reduce number of actions
- Use different body parts

Bowling

- 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
- Allow ball to remain stationary
- Allow batter to sit in chair

Basketball

- Use various size balls (size, weight, texture, colour)
- Allow travelling
- Allow two hand dribble
- Disregard three second lane violation
- 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
- Reduce numbers e.g., play six-a-side soccer
- If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair
- Use a deflated ball/beeper ball/brightly coloured ball
- Use a target that makes noise when hit

Volleyball

- Use larger/lighter/softer/ bright coloured 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

Tennis

- 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 coloured 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

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 also be encouraged to assist their classmates in achieving proficiency in the activities they are undertaking.

Inactive/shy/self-conscious 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.

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 students from senior infants to sixth class will partake in all six strands of the P.E. curriculum (junior infants, senior infants, 1st class, and 2nd class do not go swimming).
- We will provide equal access for all students to PE 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 students for physical education the school will endeavour not to group students solely on the basis of gender whenever possible.
- As a staff we will help students to build positive attitudes towards all activities.
- We will consider the needs of girls and boys when promoting the health-related fitness of our students.
- We will enter both boys' and girls' teams in inter-school competitions and in competitions within St Joseph's NS Moneygall itself.

Due to the increased enrolment of children from other countries in Irish schools, it is vital to help these children integrate. PE 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 students 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 and the World Cup will be used to look at the customs and sporting culture of some of the participating countries.
- The customs of certain Islamic citizens may have to be considered when planning a unit of work in the aquatics strand (keeping the body covered) – this will be done in dialogue with the parents of any student.
- Introduction of games from different countries i.e., boules or lacrosse, to students in the school, whilst acknowledging the special place that Gaelic Games hold in our culture.
Gaelic Games will continue to receive particular consideration as part of the Games programme in St Joseph's NS Moneygall.
- Every student will have access to all PE activities provided by the school and lack of financial resources on behalf of the student will not hinder their participation.
- In line with Department of Education recommendations, it is the policy of St Joseph's NS Moneygall not to charge for in-school curricular activities. However, when organising the aquatics strand, this school is unable to meet the cost of running an adequate aquatics programme. As a result, the B.O.M. has given permission to charge a fee to each student. No student will be denied access to swimming lessons due to lack of financial resources and the school has made provision for such students to attend classes.

Organisation & Planning

Timetable

Our teachers work in keeping with the recommendations in the Primary School Curriculum (pg. 70) for PE, i.e., a minimum of one hour per week. On occasion, time will be blocked as appropriate. It may be broken into two 30-minute slots for junior classes. This might also occur when visiting coaches come to the school etc. Each class has a PE slot for the hall, which is organised by the PE co-ordinator at the beginning of the school year. We have a 3-year plan for PE which sets out the strands and FMS to be covered by each class each term in order to ensure clear progression in skill development for students.

After School Activities

To prepare for some school competitions, after school activities appropriate for the game in question might be organised by the school. All students of relevant age to the activities being offered will be invited to attend and improve their skill levels.

After-School Competitions/Leagues/Games the school enters:

- Cumann na mBunscol (Gaelic Football- Autumn; Hurling- Spring/Summer)
- I.N.T.O. Mini Sevens (Spring)
- ?
- ?

Health & Safety

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 students in PE all members of staff will ensure that the following safety aspects will be taken into consideration:

- All students should wear suitable clothing and footwear during a PE lesson. Students 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 each child and be of good quality and in good repair.
- Students will be taught how to lift and carry heavy PE equipment safely (e.g., mats, benches etc.)
- In all PE lessons, students will warm up and cool down. This develops good practice, and the students 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 students understand that the rules and procedures are there for their safety.
- A First Aid kit is located in each classroom.
- Students will not be forced to do activities they are not physically or mentally ready for.

The medical conditions of all students are detailed by their parents/guardians on the Parental Consent Forms. These are then transferred to a Medical Information File so that teachers have immediate access to information on any conditions and resulting procedures to be followed. Minor cuts and abrasions will be cleaned and treated using the First Aid Kit. Blunt-force injuries to the head and limbs will be treated with a cold-pack to reduce swelling whenever this is deemed appropriate. The parents/guardians of students involved in accidents will be contacted by telephone if necessary. In the case of serious injury (or suspected serious injury), students will be taken to local Accident & Emergency for examination by a doctor. In dealing with injuries to students, any action taken by teachers will be the same as the actions that any prudent parent would take and will be in accordance with the Health and Safety Policy of St Joseph's NS Moneygall. After any incident where a student is hurt, an accident report will be filled out by the teacher in charge outlining what happened. This report will be kept on record in the school.

Facilities for PE:

- School yard
- School field
- Access to Roscrea Leisure Centre/ Nenagh Leisure Centre for swimming

PE Equipment

Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the PE co-ordinator and is checked and updated at the beginning of each school year. This equipment is purchased from reliable school suppliers and conforms with the requirements and regulations laid down by the PE curriculum. All equipment is stored in the equipment room located in the PE hall. The key to the hall is kept in the main office. The equipment room is kept locked at all times and is off limits to students unless accompanied by an adult. 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 PE co-ordinator as soon as possible. The co-ordinator will inspect the room once

a month. A copy of the equipment list will be posted in the equipment room and any changes to it will be added throughout the year.

The PE co-ordinator, 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, on the recommendation of the principal (informed by the PE co-ordinator) will sanction a budget for updating of PE equipment annually – subject to funds being available. At present, there is no dedicated PE grant.

ICT

(Refer to p. 101 Teacher Guidelines)

In order to further promote a PE rich environment, the school maintains a dedicated PE link on our school's website where school events will be advertised. The use of the school's digital camera/tablet is useful in recording PE activities, teams, events, activities, achievements, etc. The display of these pictures on the website will give an opportunity to students to see themselves and others in action and will serve to highlight their activities and achievements.

The use of the digital camera/tablet as a diagnostic tool for the teacher is extremely valuable as students can view their own performances while still involved in a PE lesson. They can make immediate changes to the quality of their movements which in turn will enable them to assess themselves in a more meaningful way.

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 students being referred to them and much of the websites will be visited by the teacher and shown to the students through a data projector.

External Links

Code of Ethics

All coaches who work with our students will be given a copy of our Child Protection Policy. Coaches must provide a Garda Clearance cert to the principal before coaching commences in line with circular 0031/2016 and the Criminal Justice Act (2016). Whenever coaches from a local or a national sporting organisation are invited into the school to work with the students 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 would lead to maximum benefit for the students. 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 'Children First Guidelines' produced for all personnel working with students.

Parental Involvement

Parents have a responsibility to support and encourage their children to participate in all aspects of the curriculum. All parents will be issued with a PE and swimming timetable early in the academic year so that they can have tracksuits, runners and swimming gear organised for their children for their

appointed PE days. Parents of children representing St Joseph's NS in sporting competitions will be asked to sign and endorse the Code of Conduct (see Appendix __) which clearly spells out acceptable behaviours for players, spectators, supporters, and parents when attending matches involving our school. In order to implement swimming lessons and to partake in school sport, we may need the assistance of parents in transporting children to events and helping with supervision. Parents are actively encouraged to attend the annual Sports Day to support our students. As with any curricular plan in the school, parents are welcome to inspect our PE Plan in the office at any time.

Community Links

We in St Joseph's NS Moneygall 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. Below are some of the community links we are currently utilising:

- Moneygall GAA club (train students from Junior Infants to Sixth class in hurling, camogie, football)
- Yoga
- Blitzes for soccer/Gaelic football/basketball/hurling/rugby (Cumann na mbunscoil; FAI; IRFU)
- Tennis competitions
- Athletics- cross country

We as a school are open to any opportunities that come up to partake in different activities. We also encourage students to take part in local sports activities and clubs and we will always pass on relevant information regarding such.

Links to School Initiatives: Our PE policy works in conjunction with our Health Promoting School Policy, our Green Flag Promotion (in particular with transport) and Active School Flag promotion. We hold activities throughout the year as part of these schemes, e.g., Active Schools Week.

Implementation

Roles and Responsibilities

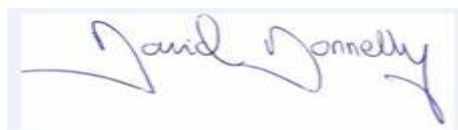
The plan will be supported, developed, and implemented by all the staff. Feedback will be encouraged by all staff. _____, as PE co-ordinator, has responsibility for PE, equipment, and PA.

Timeframe

The plan will be implemented from September 2023.

Review & Ratification

This policy was ratified by the Board of Management of St Joseph's NS Moneygall on 13th of June, 2023. The policy will be reviewed regularly in the light of experience. It will be reviewed by the full staff and Board of Management every two years. Next review of this policy will occur during the school year of 2025/2026.



David, Donnelly Chairman

Jane Finnegan, Acting Principal

Appendix 1: PE Equipment

Cones

Flat markers

Bibs

Beanbags

Hula hoops

Skipping ropes

Parachute

Batons

Hurdles

Ladders

Basketball hoops

Basketballs

Gaelic footballs

Hurls

Sliotars

Rugby balls

Tag rugby equipment

Tennis balls

Tennis rackets