



**Cloverfield N.S.**  
Dromkeen,  
Co. Limerick  
V94 DW42

**Whole School  
Physical Education Plan**

## **Introductory Statement and Rationale**

### **Introductory Statement**

This Whole School PE Plan for Cloverfield N.S. was formulated by staff members, in consultation with the principal and the BOM. The plan has been approved by all relevant parties.

This document is a statement of the aims and objectives, principles and strategies for the teaching and learning of P.E. in Cloverfield N.S. The games/activities and methodologies used for each strand/strand unit are chosen by the class teachers, keeping the curriculum in mind at all times. Class teachers will suitably differentiate lessons/activities to ensure the curriculum is accessible to all pupils.

### **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 lives. 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.

## **Vision and Aims**

### **Vision**

Physical Education is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. In Cloverfield N.S., by implementing a diverse range of experiences that provide regular, challenging physical activity, the balanced and harmonious development and general well-being of every child can be fostered.

Through our physical education programme, our children can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education provides opportunities to develop desirable personal and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to cooperate in group situations. These opportunities contribute to the understanding and promotion of a healthy life-style. Physical education, as an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the children in our school.

We aim to provide Physical Education opportunities which meet the physical needs of each child and their need for movement experiences, challenges and play. We aim to develop a desire for daily physical activity in all of the children through encouraging constructive and active use of free time, so that children will be motivated towards participation in physical activities in adult life. To

fulfil these needs, our Physical Education programme is built on the principles of variety and diversity. We aim to provide a wide variety of movement activities appropriate to the level of development of each individual child.

### **Aims**

We endorse the aims of the Primary School Curriculum for Physical Education

- 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**

The broad objectives of the PE curriculum have been considered in the design of this plan:

#### **Social and personal development**

- experience enjoyment and achievement through movement
- interact and cooperate 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 coordination 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
- gather, 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 simple dances
- 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 physical activity that helps to promote a healthy life-style
- understand and practice good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

#### Development of safety

- adopt safe practices in all physical activities

#### **Strands and Strand Units**

The PE curriculum is organised into six strands – Athletics, Games, Dance, Aquatics, Outdoor & Adventure Activities and Gymnastics. These strands and strand units can be found on the following pages of the Physical Education Curriculum:

- 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: Third-Sixth pp.62-64

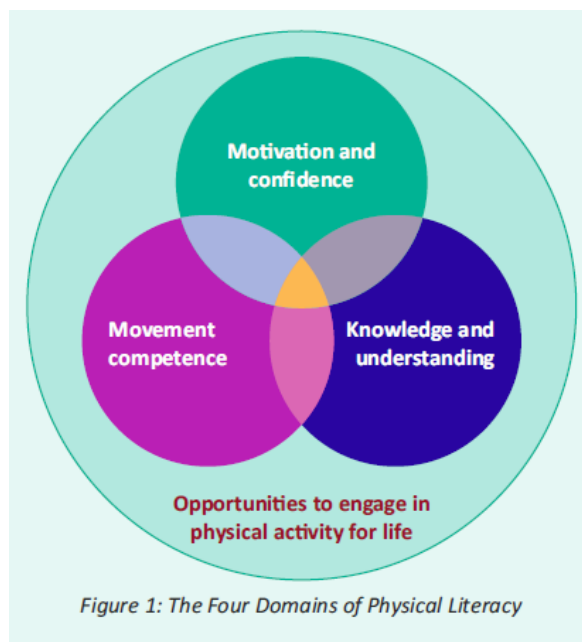
#### **In planning for teaching PE:**

- Each teacher will make him/herself familiar with the curriculum objectives for his/her class
- Teachers will also use the PE lesson plans prepared by the Primary School Sports Initiative - PSSSI Lesson Plans and the PDST Move Well, Move Often Physical Literacy Resource.
- Teachers will choose a range of activities for all strands for each class. Where possible, children will have access to the following five strands each year – Athletics, Dance, Gymnastics, Games, Outdoor and Adventure Activities. Aquatics will be addressed by the delivery of the Primary Aquatics Water Safety programme to all pupils.
- Awareness will be raised of various forms of sports/physical activity, highlighting opportunities available in the local area etc., to develop the understanding and appreciation of the strands of the curriculum.
- Collaboration between class teachers, recording of content covered and following PSSSI lesson plans will ensure continuity and progression from class to class.

#### **Developing the Physically Literate pupil in Physical Education**

We use the Move Well, Move Often resource to support the teaching of Physical Literacy in Cloverfield N.S. Physical literacy is the underlying goal of all physical activity. Physical literacy addresses the whole child and respects each pupil as an individual. The physically literate child can be described as

having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey. Physical literacy includes four essential and interconnected elements whose relative importance may change throughout life: Movement Competence, Motivation and Confidence, Knowledge and Understanding, and Opportunities to engage in physical activity for life.



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. To become physically literate, pupils need to master fundamental movement skills (FMS) through a series of developmental stages. 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 endeavours.

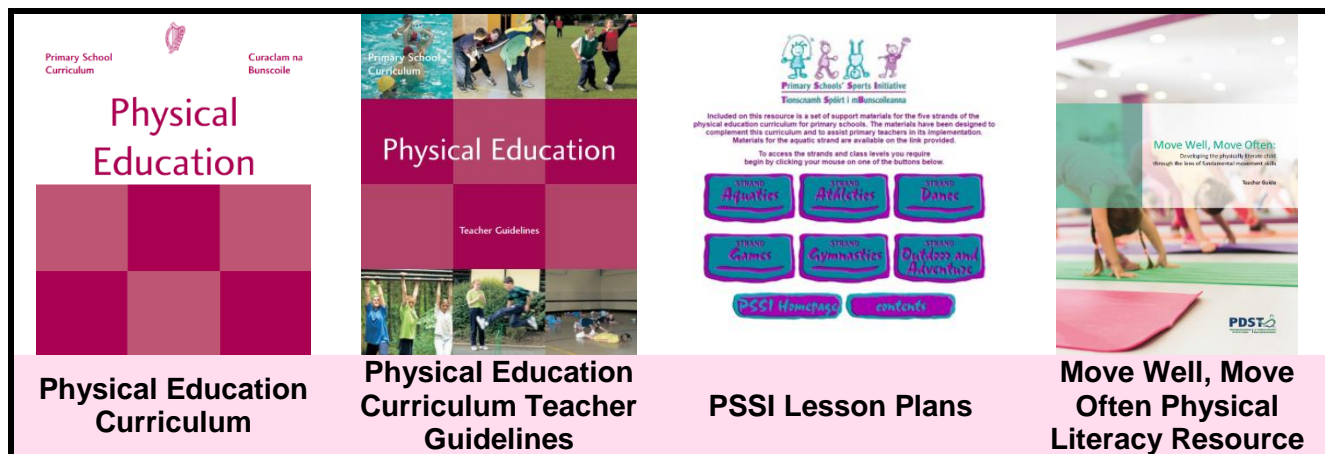
### Fundamental Movement Skills(FMS)

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Jumping for height</li> <li>• Jumping for distance</li> <li>• Dodging</li> <li>• Side stepping</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing</li> <li>• Landing</li> </ul>	<ul style="list-style-type: none"> <li>• Catching</li> <li>• Throwing</li> <li>• Kicking</li> <li>• Striking with the hand</li> <li>• Striking with an implement</li> </ul>

In Cloverfield N.S., we recognise that it is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Our whole school plan for PE reflects this approach.

### **Resources for Teaching Physical Education**

Teachers in Cloverfield N.S. will utilise the following core resources to support planning for and teaching a broad and balanced programme for Physical Education:



### **Approaches and Methodologies**

We will use a combination of the following approaches:

- Direct teaching approach
- Guided discovery approach
- Integration

We will use methods that encourage maximum participation by each individual child. Such methodologies include individual, pair, group and team work, station teaching or using a play area divided into grids.

### **Structure of a PE lesson**

Most of our lessons will follow the following pattern:

- Warm up – Pulse raising activities, stretches and mobility exercises.
- Main activity – Skills development through various pair, small group, individual and whole class activities.
- Cool down – Slower activities to reduce heart rate and prepare children for their return to the classroom.

Most lessons will aim to include Fundamental Movement Skill

### **Multi-Class Teaching**

Follow up activities to basic lessons will be used to allow children in higher classes than their classmates to develop their skills further and to progress.

Activities/games will be differentiated to allow for children of different ages to access at a level suitable to their developmental stage.

### **Children with Different Needs**

In Cloverfield N.S., we recognise that physical education is important in the curriculum for students with Special Educational Needs and disabilities. Pupils with special educational needs or disabilities depend on teachers to manage their learning and to provide support. In Cloverfield N.S., inclusive PE ensures that all pupils experience a sense of belonging during the lesson. This includes feeling respected, valued for who you are, and feeling a level of supportive energy and commitment from others. It is important to create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others, so that they will, in the future, approach activity as a means of socialisation and integration in the community.

Many children with SEN experience difficulty with basic coordination, balance, left and right orientation, rhythm, and spatial and body awareness. These skills can be addressed and improved through physical education. As it is a practical subject, it is particularly suited to the learning styles of many students with general learning disabilities. Students who experience difficulties and frustration in academic areas of their school life can enjoy and acquire personal achievement and satisfaction in the physical education curriculum. Physical education is a student-centred curriculum that challenges each student at his/her personal level. It is also a very sociable subject involving a high level of appreciation and acceptance of others.

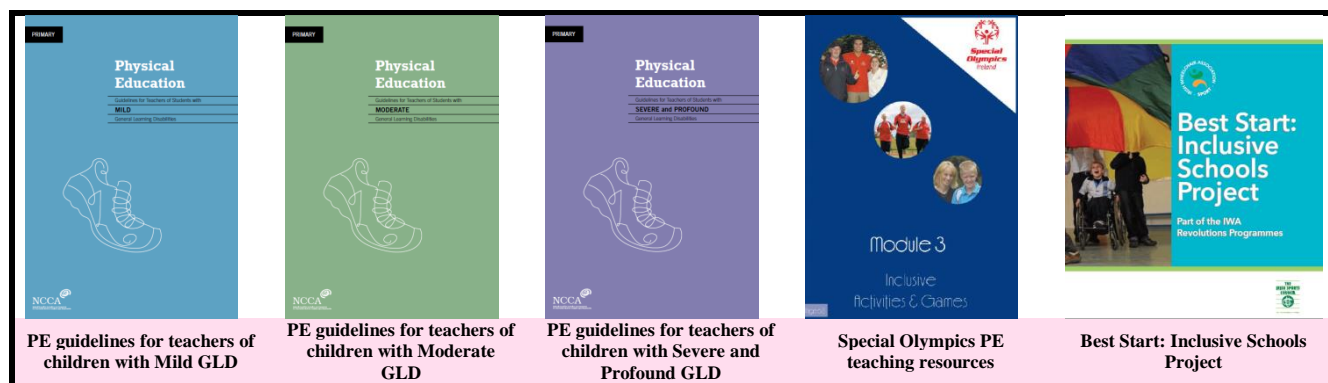
Physical education can enable students with general learning disabilities to acquire and enjoy many physical skills during their school life, and so widen the possibilities for recreation and socialisation in their adult lives. It provides the student with an avenue to enjoy life and social interaction. All children will be encouraged to participate in all PE activities through the use of co-operative fun activities. We will provide 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 Educational Needs and disabilities through an inclusive approach to planning for PE.

In order to make our PE curriculum inclusive and accessible, the following ideas may be considered when planning for inclusion of students with disabilities and Special Educational Needs:



- Skills, concepts and activities will need to be redefined and broken down into progressive stages to meet the varying abilities of these students.
- Learning expectations should be reasonable in meeting the balance between familiar and unfamiliar skills and activities.
- Realistic targets should be set, appropriate activities and equipment should be chosen, and sufficient time should be given to bridge the gap between applying familiar skills and learning and applying new skills and concepts.
- Positive reinforcement should be given frequently, the ability of the students should be emphasised, and appropriate activities should be provided in order to improve the self-esteem and confidence of these students.

The following support materials will assist teachers in planning for children with SEN and disabilities:



All pupils exhibit a wide range of abilities in the area of PE. Some may be talented, some may be gifted, while others show significant needs and require guidance through a progressive and systematic approach to their participation and learning. In planning for teaching this subject area, it is important to keep in mind the following key issues and learning difficulties that pupils may have.

Potential areas of difficulty for 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"> <li>• include active warm ups and drills for skills practice</li> <li>• 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</li> </ul>
• listening and responding	The student may have difficulty with short-term memory	<ul style="list-style-type: none"> <li>• keep instruction simple and clear. Students repeat instruction.</li> </ul>

	and concentration span.	<ul style="list-style-type: none"> <li>• demonstration(s) of task; verbal analysis of task; student performs task; teacher affirms task</li> <li>• move to new instruction regularly</li> </ul>
• coordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas.	<ul style="list-style-type: none"> <li>• teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing.</li> <li>• give good visual demonstrations</li> <li>• reaffirm good examples and practices</li> <li>• use additional equipment to suit the needs of the student, for example softer balls, larger target</li> <li>• provide physical support to student in performing skill, for example, jumping</li> </ul>
• spatial and body awareness	There may be safety issues for students engaging in movement exercises.	<ul style="list-style-type: none"> <li>• provide suitable group arrangements; restrict area of movement; plan for the student to engage in follow the leader, and copying and contrasting exercises</li> <li>• use specific body parts in exercises e.g make a shape with the upper part of the body</li> </ul>
• left–right orientation	It may be necessary to include regular exercises with these movements.	<ul style="list-style-type: none"> <li>• include warm-up exercises/stretchers. Students mirror actions of peers or teacher: O’Grady says; Follow the leader</li> <li>• include exercises with equipment using both sides of the body</li> </ul>
• behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.	<ul style="list-style-type: none"> <li>• establish routine format for class and the expectations of desired behaviours</li> <li>• ensure that the student is suitably placed in the class for optimum learning</li> <li>• check that the student is attending by reinforcing and questioning</li> <li>• involve the student where possible in demonstration</li> <li>• encourage the student and assign tasks opportunities for success</li> </ul>
• 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.	<ul style="list-style-type: none"> <li>• group student(s) appropriately</li> <li>• use co-operative fun activities regularly</li> <li>• give encouragement and acknowledge good effort</li> <li>• set appropriate skill development level commensurate with students’ ability level</li> <li>• set reasonable targets for co-operative activities (individual and group).</li> </ul>

General Adaptation Strategies				
Equipment	Rules, Prompts, Cues	Boundary/ Playing Area	Actions	Time
Larger/lighter bat/racket etc. Use of velcro Larger goal/target	Demonstrate activity Partner assisted	Decrease distance	Change locomotor patterns Modify grasps	Vary the tempo Slow the activity pace Lengthen the time

Mark positions on playing field Lower goal/target Scoops for catching Various balls (size, weight, colour, texture)	Disregard time limits Oral prompts Increased space between students Eliminate outs Allow ball to remain stationary Allow batter to sit in chair Place student near teacher	Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)	Modify body positions Reduce number of actions Use different body parts	Shorten the time Provide frequent rest periods
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### **Exceptionally Able Children**

Children with exceptional ability or 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 progress 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.

### **Assessment and Record Keeping**

The teachers in the school constantly assess 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
- Checklists

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilitate 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.

Assessment information is shared with parents at Parent Teacher meetings and in end-of-year school reports. If concerns are noted during the year parents may be contacted. Information is shared between teachers during the year as need arises and in particular in the case of formulating Student Support Plans for children with additional needs.

### **School Content and Equality of Participation and Access**

We will endeavour to ensure that all children from Junior Infants to 6<sup>th</sup> class will partake in all six strands of the curriculum during their primary education. Aquatics will be delivered in the form of the PAWs water safety programme.

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.

When planning and providing for break time yard activities, variety in terms of activities and equipment will be ensured to provide for all children and care taken not to overly rely on one activity group.

On rainy days, effort will be made in the classroom to allow for physical activity. Physical activity should not be removed from the day's schedule due to weather conditions and instead efforts should be made to facilitate PE lessons within the classroom environment e.g. Cosmic Yoga, Co-operative Games, Bizzy Breaks, Just Dance, 10 at 10, Go Noodle.

We will endeavour to celebrate multiculturalism through PE whenever possible e.g. through including a variety of different types of folk dance or games from other countries, from time to time.

We will provide for and include children experiencing any form of disadvantage. Every child will have access to all PE activities provided by the school. Lack of financial resources will not hinder a child's participation.

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.

When grouping children for physical education we will endeavour not to group children solely on the basis of gender whenever possible.

We will enter mixed (or boy/girl) teams in inter-school competitions and where possible, will enter two teams to allow for maximum participation.

All children are encouraged to participate in school team sports. Selection of school teams are decided by staff members who provide the coaching.

The school participates in the following on an annual basis:

- Cumann na mBunscol - Football and Hurling (Mixed 7 a side teams)
- Indoor Hurling (3<sup>rd</sup>/4<sup>th</sup> class boys)
- FAI Soccer Blitz
- Volleyball Ireland tournament

The school organises additional after-school coaching/training sessions for hurling, football and volleyball in conjunction with local schools and Killeely Dromkeen GAA club.

### **Linkage and Integration**

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

Many of the broad objectives of PE, such as the development of self-esteem, confidence, cooperation and spatial awareness, are shared with other curricular subjects. Within PE, it is through learning opportunities provided in the various aspects of movement that these objectives can be achieved. The transfer and reinforcement of learning from other areas of the curriculum can be achieved when PE is integrated with other subjects. This approach can be particularly effective in meeting the needs of pupils with individual and varied learning styles, and enables pupils to appreciate how physical literacy is an integral part of all our lives.

Theme based activities will be used to support integration. Additionally, efforts will be made to link PE lessons to key celebrations/dates in the school calendar e.g. Halloween, Christmas, Easter, St. Patrick's Day, Valentine's Day, Seachtain na Gaeilge, Maths Week.

### **Language**

The effective use of questioning from the teacher will develop the vocabulary associated with physical education. Allowing the children to analyse and describe their own performance will allow them to understand and appreciate their learning in physical education.

### **Content and Language Integrated Learning (CLIL)**

We will endeavour to use Gaelge in our PE lessons when the opportunities arise throughout the lessons we teach. We will make every attempt to include language and content that we are teaching in other subjects into our PE lessons when we see the opportunity.

### **Organisational Planning**

In Cloverfield N.S., classes will timetable a minimum of two 30-minute PE lessons or one 60-minute session per week. Visiting outside coaches will provide coaching sessions in hurling and Gaelic football. The school liaises with Limerick Cumann na mBunscoil and Kiltelly Dromkeen Gaa Club to organise coaches.

Cloverfield N.S. has developed the two year PE plan below to assist with the whole-school teaching of curricular strands and the fundamental movement skills.

YEAR 1					
Term 1	Month	September	October	November	December
	Strand	Games	Games	Dance	Dance
	FMS	Catching	Striking/Side Stepping	Hopping	Skipping
Term 2	Month	January	February	March	
	Strand	Gymnastics	Gymnastics	Athletics	
	FMS	Balancing	Jumping (height)	Running	
Term 3	Month	April	May	June	
	Strand	Athletics	Outdoor and Adventure	Outdoor and Adventure	
	FMS	Throwing	Walking	Running	

YEAR 2					
Term 1	Month	September	October	November	December
	Strand	Games	Games	Dance	Dance
	FMS	Kicking	Dodging	Hopping	Skipping
Term 2	Month	January	February	March	
	Strand	Gymnastics	Gymnastics	Athletics	
	FMS	Balancing	Landing	Running	
Term 3	Month	April	May	June	
	Strand	Athletics	Outdoor and Adventure	Outdoor and Adventure	
	FMS	Jumping (distance)	Walking	Running	

### **Active School**

Cloverfield N.S. is an Active School. The Active School Flag (ASF) is a Department of Education and Skills initiative supported by Healthy Ireland. The

ASF is awarded to schools that strive to achieve a physically educated and physically active school community. The process aims to get more schools, more active, more often. In order to achieve the ASF, we began the process by self-evaluating our current provision across three areas: Physical Education, Physical Activity and Partnerships. The school will facilitate an “Active School 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. This will take place in April/May (in line with the National ASW). In addition to PE we prioritise physical activity throughout the day during Active School Week. The Active Flag includes pupils in the decision making process in terms of the provision and promotion of physical activity.

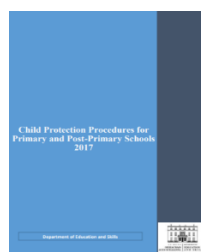
### **Code of Ethics**

(Refer to Cloverfield N.S. Child Safe Guarding Statement)

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 Code of Ethics of Irish Sport, produced by the Irish Sports Council. ‘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.

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 and Science Child Protection Procedures for Primary and Post-Primary Schools 2017 to be used with the ‘Children First National Guidance for the Protection and Welfare of Children (2017) produced for all personnel working with children.



### **Partnerships**

- Killeely Dromkeen GAA Club
- East Limerick Cumann na mBunscoil
- Killeely Dromkeen Pallasgreen Herbertstown Community Games
- Limerick Sports Partnership

The school organises a sports day annually in the third term and efforts are made to organise other active events in the run up to the Summer holidays such as splash day, collaborative active games and yard discos. The children will also participate in Active Schools Week annually.

### **PE Equipment and ICT**

- Our school has a detailed inventory of equipment and resources available for PE. This list is compiled by the Active Schools Co-Ordinator in collaboration with the Active Schools Committee will be checked and updated at the beginning of each school year.
- PE equipment is stored in our storage shed with break time playground equipment stored in an easily accessible smaller storage unit. It is the responsibility of each class teacher to ensure that all equipment is returned to the storage sheds after each lesson. Any breakages should be reported as soon as possible. Each teacher will be given a copy/ sent a link of the equipment list and will be informed of any changes to it throughout the year.
- The Principal, in consultation with 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, will sanction a budget for updating of PE equipment annually - subject to funds being available. At present, there is no dedicated PE grant. The Principal will also request additional funds from the Parents Association if required for specific fundraisers.
- In order to ensure a PE rich environment, the school will have a dedicated Active Schools notice board and a celebration board on which photographs of school teams/individuals or teams who achieve sporting success outside of school will be displayed. A page of the school website is also dedicated to Active Schools. The use of pictures and videos will be vital in recording PE activities. The display of these pictures on the school website, notice boards and Facebook page give an opportunity to children to see themselves and others in action.
- All internet usage follows the strict guidelines laid down by the school in our Acceptable Use Policy. This covers the use of appropriate software and the access to safe websites. Teachers will visit websites prior to



children being referred to them such as GoNoodle and YouTube (Danny Go, Just Dance, Cosmic Yoga etc.)

### **Health and Safety**

(Refer to Cloverfield N.S. Health and 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 and clothing 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.
- 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 psychologically 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 school office and is restocked regularly with items only recommended by First Aid personnel. Plasters and antiseptic wipes are also kept in classrooms. Portable kits are also available for use when children are participating in PE outside the school grounds. A defibrillator is located at the old radio station.

The medical conditions of all children are detailed by their parents/guardians on the school enrolment form. Teachers are made aware of any cases they need to

be vigilant of. Their parents/guardians will be contacted in emergency situations and if necessary, their family doctor as outlined on the aforementioned enrolment form. Detailed information is made available to all staff on specific conditions such as asthma, diabetes and allergic reactions etc.

### **Staff Development**

The leading staff member will take responsibility for monitoring developments in PE current research, reference books, resource materials and websites dealing with PE. The school has a library of relevant resource material which will aid the teachers in their development and implementation of the PE curriculum and we endeavour to build it. An inventory of organisations can be found on the Active School website. The post holder for PE is responsible for identifying CPD opportunities for staff. Staff members will avail of CPD opportunities through OIDE, PDST, Limerick Education Centre, online webinars and through Limerick Sports Partnerships/other sporting organisations. If the need arises, support may be sought from OIDE in school support advisors, Limerick Education Centre or Limerick Sports Partnership. Staff members who attend CPD courses will be encouraged to share their new ideas with other staff members. Time will be allocated at staff meetings to provided updates on different opportunities and initiatives taking places inside and outside of school e.g. Active Schooll Programme.

Teachers can benefit from their interaction with local sports coaches e.g. GAA, rugby, soccer 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.

### **Parental Involvement**

(Refer to Primary School Curriculum, Your Child's Learning, Guidelines for Parents)  
We will ask all parents to support their children to participate in all strands of the PE curriculum. We will 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.

At all times the class teacher will be present and will retain ultimate responsibility for the class. We will outline the benefits of the PE curriculum for parents and stress the difference between PE and sport. We will encourage parents to become involved in our Active School Week and other PE initiatives. We will encourage sporting endeavour at all times.

In order to implement certain aspects of the PE curriculum and to partake in school sport, we may need the assistance of parents in a supervisory capacity, transporting children to sporting events eg: GAA matches and helping with

supervision etc. Staff are not permitted to transport children to any sporting events.

### **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.

We link with the community whenever possible. Cloverfield N.S. maintains links with a variety of local clubs including Killeely Dromkeen GAA and Killeely Dromkeen Pallasgreen Herbertstown Community Games. We will also 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 will be invited into the school to share the victory with the local children.

Limerick GAA successes are celebrated in Cloverfield N.S. The hurling/football championships are discussed and supported, we will hold a green and white day in celebration where children will be encouraged to dress up in their Limerick colours. The school will also be decorated with flags, bunting and children's art work.

### **Implementation**

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.

### **Success Criteria**

When reviewing our plan, we will take the following points into consideration:

- 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

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

### **Review**

The leading staff member will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan will be monitored and evaluated every two years. Plan will be reviewed in 2027.

The following will be consulted in appraising the PE plan:

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

### **Ratification and Communication**

The PE plan has been ratified by the Board of Management and the original signed copy is stored in the school office. Parents can access the PE plan on the school website

**Chairperson of the Board of Management**

**Principal**

**Date**