

## **PHYSICAL EDUCATION SCHOOL POLICY**

### **Introduction:**

Our school PE policy was reviewed on the 20<sup>th</sup> of October 2008, by all the staff, led by Padraic Mac Eoin. The purpose of the review was to examine our existing policy and practice in teaching PE, and to see whether there are aspects of our practice that need to be developed through action planning. We used the Curriculum Planning Template (PE/01/05) in conjunction with The Curriculum Planning Prompts for PE, as supplied by NCCA.

### **Rationale:**

Teachers are agreed on the importance of PE in the school curriculum in accordance with pp. 2-3 of Teacher Guidelines. The teaching of PE benefits teaching and learning in our school.

### **Vision and Aims:**

Our P.E. school plan accords with the school's characteristic spirit / ethos:  
that we seek to assist all the children in our school in achieving their potential.

### **Aims and Objectives:**

Our teaching conforms to the principles outlined in the revised curriculum (pages 10-13 PE Curriculum book). We endorse the aims and objectives of the PE curriculum as stated on page 10-12 of the Curriculum Book. In the context of our school, we propose an additional aim: 'To develop a sporting attitude towards competitions, and to accept defeat graciously while also striving to win'.

It has been agreed by all staff that, in the context of Holy Family N.S.,

- P.E. is for all students and teachers;
- Enjoyment and pleasure is essential;
- Maximum participation by all children is at the heart of our PE lessons;
- Development of skills and understanding is crucial;
- A balance between competitive and non-competitive activities will be provided;
- Our pupils will play school games in a fair, sporting, and respectful manner;
- Opportunities for achievement for each child will be made available;
- Activities equally suitable for boys and girls will be provided.

### **Curriculum Planning**

Teachers are aware of the need to—

- Adopt a pace of curriculum development which is both challenging and realistic;
- Ensure that the whole-school planning process links with and influences teaching and learning in individual classrooms;
- Monitor the implementation of the plan with particular references to the learning outcomes for children.

This P E plan is addressed under the following headings—

Curriculum Planning:

Strands, Strand Units, Activity;

Approaches and Methodologies;

Assessment and Record-Keeping;

Children with Different Needs;

Equality;

Linkage and Integration.

**Strands and Strand Units (*Content to be covered in a two year cycle*)****Infants Classes**

<b>Strand</b>	<b>Strand Unit</b>	<b>Activity</b>
Athletics	Running	Sprint to 20 metres Pair and team relay Non-competitive walking and jogging
	Jumping	Skipping
	Throwing	Under arm throw
	Understanding and appreciation of Athletics	Talk about movement and rules for athletes
Dance	Exploration, creation and performance	Travelling and moving in space Create and perform a simple dance i.e animal dance Respond through movement to various stimuli Develop pose, balance and co-ordination
	Understanding and appreciation	Interrupt a mood or motion observed in movement
Gymnastics	Movement	Practise rocking and rolling Develop body awareness Develop basic movement actions Begin work with a partner
	Understanding and appreciation	Talk about movement
Games	Sending, receiving and travelling	Roll ball to partner Kick ball to partner Carrying a beanbag Bounce a ball on a racket
	Creating and playing games	Create and develop games in pairs Play simple playground games
Outdoor and Adventure activities	Walking	Short walks Treasure hunt
	Orienteering	Following directions on school grounds
	Outdoor challenges	Adventure trails
	Understanding and appreciation	Develop appreciation of and respect for the environment

**1<sup>st</sup> and 2<sup>nd</sup> Class**

<b>Strand</b>	<b>Strand Unit</b>	<b>Activity</b>
Athletics	Running	Sprint to 30 metres Pair and team relay –passing with right and receiving with the left Non-competitive walking and jogging Hurdling
	Jumping	Skipping Practise the standing jump for distance and height
	Throwing	Under and over arm throw
	Understanding and appreciation of Athletics	Talk about movement and rules for athletes Understand pace and measure an achievement
Dance	Exploration, creation and performance	Develop greater range of movement to include turning Travelling and moving in space using directions Create and perform dances showing a clear beginning, middle and end Respond through movement to various stimuli Develop poise, balance and co-ordination while moving and stopping Show sensitivity in movement to rhythm
	Understanding and appreciation of dance	Interrupt a mood or emotion observed in movement Identify the sections of a dance as beginning, middle and end
Gymnastics	Movement	Practise rolling, turning, twisting and stretching Develop body awareness Develop basic movement skills Develop work with a partner to include following a partner sequence Show control in take off and flight (bend knees)
	Understanding and appreciation	Talk about movement

Games	Sending, receiving and travelling	<p>Chest passing and bounce passing</p> <p>Receive pass at various heights</p> <p>Kicking ball to partner using inside instep and outside of foot</p> <p>Controlling a ball using inside of instep and outside of foot</p> <p>Striking a ball against the wall</p> <p>Bouncing a ball against the ground while using a racquet</p> <p>Keeping the ball off the ground using body parts above the waist</p>
	Creating and playing games	<p>Create and develop games in pairs or small groups</p> <p>Play small sided or mini versions of games for example bench ball, soccer and basketball.</p> <p>Playground games for example 'What time is it Mr. Wolf?' Rats and Rabbits, Frost and Sun etc.</p>
	Understanding and appreciation of games	<p>Develop control and movement skills relevant to games</p> <p>Develop understanding of the use of space</p>
Outdoor and Adventure activities	Walking	<p>Short walks</p> <p>Treasure hunt</p>
	Orienteering	<p>Following directions</p> <p>Find objects by following a simple plan</p>
	Outdoor challenges	Adventure trails
	Understanding and appreciation	<p>Develop appreciation of and respect for the environment</p> <p>Discuss safety aspects of activities undertaken</p>

**3rd and 4th Class**

<b>Strand</b>	<b>Strand Unit</b>	<b>Activity</b>
Athletics	Running	<p>Sprint to 60 metres</p> <p>Pair and team relay –practicing passing over of the baton.</p> <p>Practice standard relay with four children in a team in a straight line.</p> <p>Non-competitive walking and jogging from 30 seconds to three minutes.</p> <p>Hurdling, run a distance of 30 – 40 metres over evenly spaced hurdles (30-40 cms high)</p> <p>Practice technique of hurdling.</p>
	Jumping	<p>Skipping</p> <p>Practice standing jump for distance.</p> <p>Explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot.</p> <p>Practice jumping for height over an obstacle (approx 40cms)</p>
	Throwing	<p>Under and over arm throw</p> <p>Develop the over- arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short approach run before releasing the throwing implement.</p> <p>Begin to throw a medium size ball or primary shot from a standing position.</p>
	Understanding and appreciation of Athletics	<p>Talk about movement and rules for athletics</p> <p>Understand pace. Measure an achievement.</p> <p>Analyse personal performance and performance of a partner in athletic activities.</p>
Dance	Exploration, creation and performance	<p>Develop greater range of movement to include turning</p> <p>Travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement.</p> <p>Create and perform dances showing a clear beginning, middle and end</p> <p>Respond through movement to various</p>

		<p>stimuli</p> <p>Show increased poise, balance and co-ordination while moving and stopping</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement.</p> <p>Develop work with a partner and work in small groups.</p> <p>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation e.g. lonsaí na hInise.</p> <p>Perform to music showing a sensitivity to rhythm changes and phrasing.</p>
	Understanding and appreciation of dance	<p>Interpret a mood or motion observed in movement</p> <p>Identify the sections of a dance as beginning, middle and end.</p> <p>Observe, describe and discuss own dance and dance of others.</p>
Gymnastics	Movement	<p>Create and perform sequences of movement to develop body awareness</p> <p>Develop basic movement skills</p> <p>Produce and perform a sequences with a partner on the floor.</p> <p>Show increased control in take off and flight and landing (bend knees).</p>
	Understanding and appreciation	Talk about movement
Games	Sending, receiving and travelling	<p>Develop and practice a range of ball handling skills using round and oval large and small balls.</p> <p>Picking up a stationary or moving ball into the hands using the foot.</p> <p>Dribbling a ball around obstacles.</p> <p>Passing and shooting the ball at a target.</p> <p>Kicking ball on the ground or in the air and moving into a position to receive a pass.</p> <p>Kicking ball to partner using inside instep and outside of foot</p> <p>Controlling a ball using inside of instep and outside of foot</p> <p>Striking a ball against the wall using over arm.</p> <p>Striking a ball using racquet and hand (over-arm and under-arm)</p> <p>Fisting ball through the air to a partner.</p>

	Creating and playing games	Create and develop games in pairs or small groups Play small sided or mini versions of games Playground games
Outdoor and Adventure activities	Walking	Short walks Treasure hunt
	Orienteering	Identify symbols for familiar features on a map of a familiar area. Undertake a star orienteering activity. (completing one task at a time)
	Outdoor challenges	Adventure trails
	Understanding and appreciation	Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken. Plan, observe, describe and discuss activities outdoors.

**5<sup>th</sup> & 6<sup>th</sup> classes**

<b>Strand</b>	<b>Strand Unit</b>	<b>Activity</b>
Athletics	Running	<p>Sprint up to 70 metres</p> <p>Practice reaction sprints.</p> <p>Practice standing start</p> <p>Practice shuttle sprints (repeat sprints) over a distance of 30 metre.</p> <p>Pair and team relay –practicing passing over of the baton.</p> <p>Practice standard relay with four children in a team in a straight line running a distance up to 50 metres approx.</p> <p>Non-competitive walking and jogging from 30 seconds to five minutes.</p> <p>Hurdling, run a distance of 40 – 60 metres over evenly spaced hurdles (40-50cms high)</p> <p>Practice technique of hurdling.</p> <p>Run a distance of 150 metres approx. Over unevenly spaced hurdles (30cms high approx).</p>
	Jumping	<p>Skipping activities</p> <p>Practice standing jump for distance.</p> <p>Explore the various ways of jumping.</p> <p>Develop a short approach run when taking off from one foot and landing on two</p> <p>Practice jumping for height over an obstacle (approx 50 – 60cms)</p>
	Throwing	<p>Under and over arm throw</p> <p>Develop the over arm (javelin) throw from standing position using beanbag, ball or foam javelin.</p> <p>Develop a short, fast approach run before releasing the throwing implement.</p> <p>Begin to throw a medium size ball or primary shot from a standing position.</p>
	Understanding and appreciation of Athletics	<p>Talk about movement and rules for athletics</p> <p>Develop a better understanding of speed, strength, control and co-ordination.</p> <p>Understand pace.</p> <p>Measure an achievement.</p> <p>Analyse personal performance and performance of a partner in athletic activities.</p>

		<p>Know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities.</p> <p>Begin to acquire an understanding of training to prepare for performance in selected track and field events.</p>
Dance	Exploration, creation and performance	<p>Create and perform a more complex range of movement.</p> <p>Communicate through movement a range of moods or feelings.</p> <p>Travelling and moving in space using directions</p> <p>Increase the range of dynamics in movement.</p> <p>Create and perform longer and more complex dances with clear dance forms.</p> <p>Choose and respond with increasing sensitivity to a broader range of stimuli.</p> <p>Show increased poise , balance and co-ordination while moving and stopping</p> <p>Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement.</p> <p>Develop work with a partner and work in small groups.</p> <p>Perform a variety of selected Irish dances and folk dances that use frequent changes of formation e.g. 'lonsaí na hInise'.</p> <p>Explore and experiment with costumes and props to enhance creation and performance of dance.</p> <p>Learn and perform a range of steps and movements to rhythms and musical phrases.</p> <p>Perform dances, showing concentration and awareness of others.</p>
	Understanding and appreciation of dance	<p>Interpret a mood or motion observed in movement</p> <p>Identify the techniques used in a dance and the form of the dance.</p> <p>Become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.</p> <p>Observe, describe and discuss own dance and dance of others.</p>

Gymnastics	Movement	Produce and perform more complex sequences of with a partner on the floor. Produce group sequences. Show controlled take off, flight and landing. Improve quality in body performance, notably in extension, body tension and clarity.
	Understanding and appreciation	Talk, observe and describe movements. Become aware of local organisations and clubs that promote gymnastics.
Games	Sending, receiving and travelling	Practice skills previously experienced. Develop further and extend ball handling skills. Develop further and extend kicking skills. Develop further and extend carrying and striking skills.
	Creating and playing games	Create and develop games in pairs or small groups Play small sided or mini versions of games Playground games
Outdoor and Adventure activities	Walking	Short walks around school and town. Develop range of cycling skills.
	Orienteering	Find controls on the school site using a map or plan. Undertake a memory star orienteering activity (completing one task at a time) Undertake point to point orienteering activity (control card/collect information). Undertake score orienteering (score values, controls given score values).
	Outdoor challenges	Adventure trails
	Understanding and appreciation	Develop appreciation of and respect for the environment Discuss safety aspects of activities undertaken. Plan, observe, describe and discuss activities outdoors.

**Aquatics****Aquatics is for Senior Infants to 6<sup>th</sup> classes**

Strand unit	Activities
Hygiene	Appreciating the importance of hygiene when using the pool.
Water safety	Observe the rules of the local pool for example follow instructions of Life Guard and signs.  Recognise hazards of water  Identify correct procedure for dealing with hazards.
Entry to and exit from the water	Follow correct procedure for entering the water  Follow correct procedure for climbing out of water
Buoyancy and propulsion	Walk in shallow water  Jump, sidestep or run across the pool.  Observe that some objects float and some objects sink  Practise balance, rotation and recovery exercises with and without float.  Explore use of arms and legs to travel in water.  Glide forward or backwards along the surface in a stretched position and glide to the bottom of the pool.
Stroke development	Develop a selection of swimming strokes

Water based ball games	Participate in pair and group play
Understanding and appreciation of aquatics	<p>Understand basic hygiene procedures</p> <p>Appreciate the dangers of water</p> <p>Understand how to stay safe in water</p> <p>Develop an increased understanding of floatation</p> <p>Develop an appreciation of the freedom of movement in water</p> <p>Extend knowledge of swimming strokes</p> <p>Discuss a wide range of aquatic activities</p> <p>Become aware of local organisations and clubs that promote aquatics.</p>

### **Approaches and Methodologies:**

Our teachers use a combination of approaches at various times: direct teaching approach (p. 43 of Teacher Guidelines), guided discovery approach (pp.43-44), and integration (pp.45-49).

We use methods that encourage maximum participation by each child through individual, pair, group and team activities (p.51), station teaching (pp.51-53), and using a play area divided into grids (p.54). They have opportunities to be creative, competitive and co-operative.

### **Assessment and Record-keeping:**

Assessment in PE provides a comprehensive picture of the holistic development of the child, and so contributes to informed decisions about his or her future learning. Assessment tools used to gather information about a child's progress include:

Teacher observation and Teacher-designed tasks.

Our teachers assess, on an ongoing basis, areas such as:

Child's willingness to participate in activities,

to 'perform';

their interest, enthusiasm/attitudes,

skill level,

willingness to co-operate.

Assessment of skills is carried out in the course of the normal class activity.

This information forms part of class and school planning.

### **Children with Different Needs:**

Teachers must allow for the needs of all pupils including those with physical or intellectual needs. This may involve adjusting particular tasks so that every child can participate in PE class. The PE lesson is an opportunity for the teacher to identify pupils with learning difficulties especially in the area of co-ordination, balance and motor skills. Following on from this, the class teacher in consultation with the special education teacher may draw up a programme focusing on particular skills.

**Equality** (see school's Equality Policy).

### **Linkage and Integration:**

Our teachers have discussed the great potential for integration of PE with many other curriculum areas, and have agreed to plan their work accordingly. Each teacher plans and organises to integrate other subjects into their own class preparation.

The areas identified for integration include:

- Gaeilge: cuid de na treoracha as Gaeilge, ceisteanna a chur, foclóir a bhaineann le cluichí éagsúla agus lúthchleasaíocht a úsáid.
- Oral language development: interpretation of directions, descriptions of movements, discussion of rules, talking about their own and others' performance in PE, writing and telling of experiences in sport and outdoor activities; poetry, rhymes and literature to be used as stimuli for dance--such activities enable children to develop a vocabulary for discussing and critiquing PE activities.
- Mathematics: appreciation of shape and balance; opportunities to estimate, measure, and compare; recording results, exploring angles, examining league tables, understanding directions, counting on and back; shape and space—spatial awareness.
- SESE: Development of geographical skills such as using maps, study of the environment, origin of dance music, history of games and sports. Science: movement of the body—joints, muscles, bones, etc.
- Drama: exploration, creation, and performance of dance.
- Music: listening and responding to music, performing—song-singing with actions.
- SPHE:
  - Promoting enjoyment of and positive attitudes towards physical activity and its lifelong contribution to health,
  - Complements the strand unit 'Taking care of my body';
  - Engaging in outdoor activities, links with strand unit 'Environmental awareness and care';

- Games and athletics provide opportunities for the child to learn to accept decisions and rules and to develop the concept of fair play,
  - Connecting with the strand unit 'Relating to others';
  - Swimming and other aquatic activities to promote safety considerations developed in the strand unit 'Safety and protection'.
- Visual Arts: Art-work may be used as a stimulus for dance.

### **Whole-School Reflection:**

At our previous P E review meeting, teachers had felt that, overall, the school was managing the P.E. curriculum well. However, the teachers suggested that it would be useful if we built up a P.E. language vocabulary to facilitate discussion for improvements in understanding skills and tactics in games. Another suggestion for improvements was to encourage skipping during the summer months. To facilitate this, a skipping workshop was organised for November 2007. This was very successful. Skipping ropes have been purchased by the school and by individual pupils, and skipping is now part of many pupils' leisure activities.

It was felt that there is continuity and progress from class to class. Teachers pass on information, informally and verbally, about the class in general and particular children (with regard to PE) to the new teachers when they are changing classes at the end of the school year.

### Our priorities /Action Plan for 2008/2009 include:

To enter a girls' and a boys' soccer team in the FAI competition.

To organise Cycling Training for 6<sup>th</sup> class.

To enter Cumann na mBunscoil activities for the girls and boys.

To organise a Sports/Fun Day

Gaelic Football Training with matches to be organised between local schools

Participation in the Community Games

Set Dancing Workshop as part of Heritage Week.

Enter Cross Country Championships.

### **Resources:**

P.E. equipment is stored and locked in the store-room at the back of the School Hall (***See list of Equipment in Appendix A***), and the key can be obtained in the Secretary's office.

Reading materials, manuals, hand-outs, etc. are kept on the shelves upstairs (***see list of Resource Material in Appendix B***).

### **Organisational Planning—**

#### **School Time-table:**

Teachers are aware that 1 hour per week has been allocated as the minimum time allotted for Physical Education, and also that discretionary time is available for this as for any of the other curricular areas.

For organisational purposes, most teachers plan for one-hour weekly lessons. There is a rota organised for the use of the hall. Some strands are time-blocked: Aquatics are for six weeks in spring term; Games are for summer and autumn terms.

**Code of Ethics:**

*(see Plean Scoile: Child Protection Policy; Good Practice for Sport; Code of Conduct for Games (Appendix C); SPHE.)*

**Sports Activities:**

Our school enters teams in Cumann na mBunscoil activities: girls' and boys' football, rounders, Sports Quiz, etc. Football games and rounders are held in the summer term, the quizzes in spring term. Our extra-curriculum programme of competitive activities always reflects the aims and objectives of the P E curriculum.

When participating in school games, our pupils follow our school's Sports Code of Conduct (see Appendix C).

We also organise a Sports Day in summer term, where the emphasis is on fun and participation. Mayo County Council provides cycling skills courses and competitions for 6<sup>th</sup> class.

We endeavour to include outdoor, orienteering and other sports activities on our school tours.

**PE Equipment:**

There is an inventory of equipment and resources available for PE (see Appendices A and B). In compiling this, we referred to pp.104-105 of Teacher Guidelines and know that it is appropriate for the PE curriculum. This equipment is stored safely and available to all teachers. A copy of the list of resources is available to all teachers on the school IT network. They are aware that the sports equipment is in the PE store-room and written resources are on the shelves upstairs. Additional equipment may be purchased by individual teachers after consultation with the Principal.

*Extra Resources required and on order:*

Suitable mats for gymnastics

Soccer balls (dozen) and mesh bag for storage

(Uni-hoc balls)

Balancing beam

**Information and Communications Technology:**

ICT is used to supplement and research specific areas within the PE curriculum as children complete units of work. E- mail is used to contact other schools and sporting groups. C D roms with P E themes are included in our school resources (see Appendix B). The internet contains a wealth of knowledge and information on many aspects of sport. The history of sports, pictures of sports personalities and venues, and results of sports events are obtained on-line. The GAA web-site is used to supply information on the history of Gaelic games and national games activities. Our school has a Code of Practice to ensure safe Internet usage (see our Acceptable Usage Policy). Teachers familiarise themselves with material on websites prior to use by children, and there is ongoing monitoring of these sites. ICT programmes such as 'Word' and 'Paint' are used for advertising PE events.

**Health and Safety:**

*(see school's Health and Safety Policy)*

Teachers have discussed, and put into practice, the following health and safety issues pertaining to PE activities: warm-up at the start and cool-down at the end of all physical activities, safety while practising in confined spaces, use of equipment, supervision. In case of accidents, we follow our First Aid treatment procedure. Teachers are aware of the children with specific medical conditions.

**Staff Development:**

Teachers have access to reference books, resource materials, current research and web-sites dealing with PE (See Resources list—Appendices A and B). Padraic Mac Eoin will take responsibility for monitoring developments, particularly for organising games. School personnel are encouraged to research new methodologies, arrange for demonstrations and given opportunities to try out equipment/resources, and assess whether or not they should be purchased. Padraic Mac Eoin keeps staff informed about appropriate PE courses available, and encourages teachers to attend. Mayo Sports Partnership provides regular courses appropriate to our PE curriculum. Opportunities to share information and expertise gained at those and other courses will be given at staff meetings and informally.

There are opportunities for Team-Teaching through the use of outside coaches and support from available school personnel.

**Individual Teachers' Planning and Reporting:**

This whole-school plan and the curriculum documents for PE provide information and guidance to individual teachers for their long and short-term planning. Teachers plan using the strands and strand units, with thematic approach at certain times of the year, as described. The Cuntaisí Míosúla serve a purpose in reviewing and developing the whole-school plan for following years.

Teachers will share with parents information regarding their child's achievements—skill development combined with willingness to co-operate, etc.—at parent/teacher meetings and other suitable times, as arranged.

**Parental Involvement and Community links: (Involvement in Community Games)**

Teachers recognise that parents have a pivotal role to play in the attitude of their children to PE. Our PE plan is being communicated to the parents for consultation and to provide opportunities for them to contribute to the plan before final ratification by the Board of Management. Some parents also have skill and experience in coaching and managing young athletes, as have others in our community. We seek to involve them in helping us to achieve our school's targets in PE, particularly in the Games Strand. We ask parents to support the child in fostering an interest in PE without putting undue pressure in children to always win. Outside coaches are used to support the class teacher in the implementation of some of the PE curriculum strands, particularly the Games strand where the local GAA club provides coaches to work with P. Mac Eoin in developing players and teams. Such coaches follow the school's Coaches' Code of Ethics (see policy), where procedures and good practices are outlined. School policy in this area will be explained to coaches by P. Mac Eoin. Our teachers actively support such coaches by working with them so that the children will gain maximum benefit from the PE class.

**Success Criteria:**

This plan is intended to make a difference to the teaching and learning of P.E. in our school. We will know the plan has been implemented by the following criteria:

- Teachers' preparation, planning and reporting is based on this plan;
- Procedures outlined in this plan are consistently followed.

The implemented plan is intended to promote the key considerations of the PE programme as already described. The indicators that the plan has succeeded are when it achieves its aims as already described. Means of assessing the outcomes of the plan include: teacher, parent, and community feedback; children's feedback regarding the activity level, enjoyment, and skill

development of the classes; Inspector's suggestions and reports; Second level schools' feedback.

**Implementation of the Plan:**

This plan will be supported by the Board of Management and the local community. It will be developed and implemented by the teachers. Padraic Mac Eoin 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 each year.

**Review:**

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the PE curriculum in our school. Those involved in the review include: Teachers, Pupils, Parents, Board of Management. Padraic Mac Eoin has responsibility for co-ordinating the review.

The next review will take place in April 2009. Reference will be made to tasks in the Action Plan, to see if they have been completed in accordance with the agreed timeframe.

**Ratification and Communication:**

This plan will be made available to parents for consultation through school web-site and hard-copy in early February 2009.

Date of ratification by Board of Management: Easter 2009.

**Appendix A - P.E. Store Inventory**

<b>Equipment</b>	<b>Quantity</b>
Tennis balls	70
Trampoline	1
Tennis rackets	34
Hockey sticks	27
Croquette sticks	6
Foam rockets	5
Signs	2
Hula hoops	57
Skittles	11
Bibs	36
Skipping ropes	51
Cones	4
Mats	10
Footballs	14
Croquette arches	9
Soft cross bats	22
Football pumps	3
Red blocks	14
Bean bags	36
Pom poms	5
Stilts	4
Coloured hoops	6
Coloured cones	170
Small types of balls	75
Goal parts(the posts)	13
Rabbit tails	20
Basket balls	6
Soft balls	13
Play balls	12
Rugby balls	2
Ball and cones	6
Ankle ball	6
Racquets (small)	4
Packet of egg and spoons	1
Batons for relay	6

**Mayo Sports Partnership Sports Equipment**

<b>Equipment</b>	<b>Quantity</b>
8ft x 4ft football goals	2
Set of Cards	1
Yellow bibs	8
Blue bibs	8
Red bibs	8
Green bibs	8
Sideline cones	16
Footballs	21
Orange cones	10
Red cones	10
Yellow cones	10
White cones	10
Blue cones	10
Whistle	1
Soccer DVD	1

**Appendix B: PE Resources List****GAMES**

- Gaelic Games:
  - 'The Complete Coaching Guide to Hurling and Football', edited by Pat Daly
  - 'Gaelic Football Skills Manual' by Eoin Liston and Pat Daly
  - Hurling and Camogie Skills Teaching Manual
  - Hurling Skills manual (Irish Life Assurance Company)
  - O Tú Gaelic Football Coaching Model CD Rom
  - Rules of Football (CLG)
  - Play Hurling booklet
  - Rules of Hurling (CLG)
  - Play Football -- instructional book for players (CLG)
  - Catch and Kick Programme book by Pat Daly & Tony Watene
  - Booklet: Your Guide to Better Handball/ Liathróid Láimhe
  - Mini-Handball Coaching Manual x 9
  - Go Games Guide-book (Gaelic football and hurling mini-games)
  - Go Games rule-book (Gaelic football and hurling)
  - Go Games DVD (Gaelic football and hurling)
  - Gaelic Football Tips hand-out
  - Gaelic Football Skills Test booklet
  - Rounders Coaching Manual
  - Playing Rules for Rounders x 2

- Young Whistlers Educational Pack (training book for young referees)
- Céim ar Aghaidh (cross-curricular education resource for senior classes, based on theme of GAA)
- Cumann na mBunscol Information Booklet
- Mayo Supporter (magazine for young Mayo GAA fans).
  
- Soccer:
  - Futsal (indoor 5-a-side football) booklet;
  - Promoting Inclusion in Football booklet;
  - Code of Ethics Programme / Code of Conduct and Good Practice for Coaches booklet,
  - Goalpost Safety booklet;
  - Football in Schools Programme / Schools' Development Plan 2007-2010 (FAI) x 2.
  
- Volleyball: J4 Play (booklet and video)
  
- Basketball:
  - Primary Soccer lesson plans (FAI) Sunny 3x3 Coaching Manual;
  - Dawn Milk Basketball Coaching Manual;
  - Introduction of Basketball to 5<sup>th</sup> and 6<sup>th</sup> Classes
  
- Badminton Rules and skills book

- Unihoc: Rule-book
  
- Buntús Training DVD (Mayo Sports Partnership). Contents:
  - Module 1 – Warm-up,
  - Module 2 – Throwing and Catching,
  - Module 3 – Rolling and Kicking,
  - Module 4 – Running, Jumping, Hopping;
  - Module 5 – Striking;
  - Module 6 – Travelling with the Ball;
  - Module 7 – Sports Inclusion;
  - Module 8 – Group Games.
  
- Mini-Sports Manual: basketball, volleyball, orienteering, short tennis, mini-hockey.
  
- Irish Mini-Sport Movement booklets: mini-handball, mini Olympic handball, Gaelic football, mini-rounders, mini- hockey, gymnastics, athletics, mini-orienteering, indoor mini-orienteering
  
- Games for Understanding Teamwork and Tactics in Soccer, Basketball, Rounders, Volleyball, Badminton.

**GENERAL PE RESOURCES:**

- Primary Schools' Sports Initiative—Resource Materials for Teaching Physical Education in Primary Schools ( CD rom organised into Strands, Class Levels and Lessons)
  
- Phys Ed : A Comprehensive Curriculum – planned lessons for Junior Classes.

- Téarmaí Spóirt booklets—Track and Field / Lúthchleasaíocht, Swimming / Snámh, Cycling / Rothaíocht
- Athletics : tips for sprints, distance races, relay, vertical jump, long jump, triple jump, speed bounce, soft javelin throw
- Gymnastics: booklet and manual
- Parachute games: ‘Making Waves’
- Co-operative Games hand-out
- Active P E on a Shoe String: games handouts from Teacher Training Course in Westport Leisure Park
- Irish Water Safety Rescue Skills Handbook.
- School Sports Day suggested games and rules for 4 to 8 year olds (Siúcra)
- Eat Well for Healthy Growth for 5 to 12 year olds (Siúcra)
- Health and Sport handbook for Community Games organisers (topics include competition, encouragement, health, how the body works, balanced diet, exercise, relaxation, warm-up exercises, hygiene, safety and first aid).
- Action for Life—Primary Schools : health-related exercise programme / 10 lesson plans for (a) Junior and Senior Infants, (b) 1<sup>st</sup> and 2<sup>nd</sup> Classes, (c) 3<sup>rd</sup> and 4<sup>th</sup> Classes, (d) 5th and 6th classes), (e) for children with differing abilities.
- Circuit Stations (laminated) x 12
- P E ideas folder (general)
- Games skills for Infants hand-out
- European Year of Education through Sport 2004—games, athletics, dance, gymnastics, aquatics activities booklet.

- 'Young and Old come out to Play': booklet of traditional games and instructions from Turlough House National Museum
- 'Spraoi le Chéile' / 'Playing Together': Traditional Irish Games, Songs and Rhymes (cross-curricular resource manual with CD Rom)

**GAMES POSTERS:**

- Go For It (VHI)—simple fun and games (poster)
- Get a Life, Get Active—playground markings and games
- Return to the Playground (games)
- Persil Coaching Kit bag. Contents: 2 Stopwatches, 1 Jump rope, 1 Squeeze whistle, Soccer coaching skills CD, 2 Tennis balls, 1 Skills ball with 4 games cards.

## **APPENDIX C**

### *How I Treat Myself*

If I try my best, I should not blame myself for a defeat. A defeat, the same as a victory, is brought about by a team.

### *Players from Opposing Teams*

I should shake hands before and after the match

I should treat opponents with respect

I should wish opponents well whether they win or lose

I should never deliberately strike an opponent

### *Our Own Team Coaches*

I should respect our own team coaches

If I'm not picked to play in a match, I shouldn't complain.

I should never use bad language.

I should never be cheeky or back answer our own team coaches.

If our own team coach is giving a talk or advising us, I should not interrupt.

### *Supporters and Coaches of Other Teams*

I should respect adults supporting and coaching other teams.

I should never give cheek to them.

I should wish them well if I meet them after a game.

*Fellow Players*

I should respect our fellow players and treat them as part of the team.

The team includes the players and the substitutes—the full panel.

I should show loyalty to everyone on our team.

I should encourage my teammates and support them, even when they make mistakes.

I should remember my teammates are always trying their best.

We should play as a team, not as a group of individuals.

*Referees*

I should respect the referee as he / she is in charge of the match.

I should never give cheek or use bad language to the referee.

I should remember that I can never change a referee's decision no matter what I say or do. A referee's decision is always final.

If the referee's decision seems unfair, I should not give out, sulk, blame other people; instead I should get on with the game.

I should shake hands with the referee and thank him / her after the game.

When participating in sport organised by Holy Family School, I agree to follow the above Code of Conduct.

Player's Signature:

Parent's Signature: