

Physical Education (PE)



St Fergal's National School



Physical Education Plan

● Introductory Statement

This Physical Education policy for St Fergal's NS was formulated by the Principal and staff after Whole staff input and discussion. It was decided that a new plan ought to be drafted in the light of our Amalgamation as one existing school, taking into account the previous school plans from 2012. It was reviewed in Feb 2022/23 and has been ratified by the Board of management.

● Rationale

PE provides children with learning opportunities through the medium of movement. Through PE we aim to help children develop physically as well as socially, emotionally and intellectually encouraging them to live full, active and healthy lives. This plan describes the place which we give to PE in our school, which is to support children in every aspect of their life and development. It also describes the way in which we use PE to achieve that goal, our agreed approach to teaching PE and the content of the programme of the curriculum at each year level. This document will also serve as a basis for each teacher's long and short-term planning. It will also serve as a source of information for parents and Board of Management.

● Vision

We anticipate that through PE children 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. The planning and management of the PE curriculum in our school will always have the children as the focus of attention through the provision of a broad, balanced and differentiated programme of physical activities.

● Aims

Our School endorses the aims of the Primary School Curriculum in respect of P. E.

- 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.**

● Curriculum Planning

Strands and Strand Units

Teachers are familiar with the 6 strands, strand units and content objectives for their class as presented in the curriculum.

Infant classes pp 16-23, 1st & 2nd pp 24-34, 3rd & 4th pp --, 5th & 6th pp 50-70

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

Each strand is subdivided into strand units.

See glance cards (below) and choose a range of activities for all strands for each class.

<https://www.pdst.ie/sites/default/files/Primary-PE-Curriculum-Glance-Cards.pdf>

- Each year the Class Level Team will plan a schedule designed to cover all strands during the school year.
- From 1st to 6th classes inclusive, Aquatics is included as a strand for all classes.
- Progression from class to class is ensured by reference to the previous year plan, teacher monthly reports and progress reports.
- It was acknowledged that as a school we need to look more closely at the following areas:
 1. Gymnastics, Dance
 2. Athletics and increasing resilience and stamina
 3. Revive afterschool activities (beginning with GAA)

Approaches and Methodologies

We use a combination of the approaches as outlined in the Teacher's Guidelines

- Direct teaching approach p 43
- Guided discovery pp 43-44
- Integrated approaches pp 45-49

Direct-teaching approach

- **The direct-teaching approach involves the teacher in telling or showing children what to do and in observing their progress. It entails the teacher making all, or most of, the decisions concerning the content of the lesson and the child 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. It can feature as part of the teacher's approach in a wide range of lessons.**

Guided- discovery approach

- **The guided -discovery strategy involves the teacher in 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 children the opportunity to make decisions, solve problems or take initiative. The use of this approach promotes discussion among children and enhances the child's capacity to evaluate.**

Integration

- **The teacher should consider how objectives can be achieved through integration. Physical education has many objectives which are developed by other subjects such as Gaelic, English, Art, Music, Mathematics and especially SPHE. The development of these subjects can be enriched through a programme of physical education which is broad and balanced.**

In every strand child will be given opportunities to

- **Become skilful and intelligent performers**
 - **Acquire and develop skills, performing with increasing physical competence and confidence**
 - **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 others success**
 - **Take initiative, lead activity and focus on improving aspects of their own performance.**
- **We aim to use methods that encourage maximum participation in all PE classes via group work.**
 - **Individual, pair, group and team play p 51 (younger children and special needs children will need more individual attention)**
 - **Station Teaching(pp51-53) (groups moving around different stations and having one teaching station).**

- Using a play area divided into grids p. 54 (groups of children stay in grids and the activity within the grids are differentiated).

Structure of the PE lesson

Most of our sessions will follow the following format:

Warm up

Pulse raising activities, stretching and strengthening, mobility exercises

Main Activity

Lesson objective- The main activity will take place at individual, pair and small group level to enhance skill development. Station teaching may be used to teach a specific skill and to enable the children to experience a variety of activities in the PE lesson

Cool Down

Activities to reduce the heart rate and prepare children for return to the classroom.

Assessment and Record Keeping

The teachers in the school constantly assess the PE lessons delivered as we identify progress and difficulties. This is done by observing, listening, asking questions, and giving feedback to pupils. This will ensure that ongoing achievements are recognised, and areas of difficulty are identified. Children may be asked to self- assess and peer assess where appropriate.

Teachers report annually to parents at parent- teacher meetings and end of year reports. It will also be used to assist the teacher's planning and facilitate communication with other teachers, parents, and other professionals. Any concerns about a child's progress in PE will be communicated to the principal and parents as necessary.

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

Multi - class teaching is not applicable to our school.

Children with Different Needs

The child with special needs will experience the enjoyment of participation and progression through the various stages of PE programme according to his/her disability in many cases with the assistance of an SNA. A safe and secure environment will be provided for PE appropriate to the child with special needs. Specialist advice may be sought eg Occupational Therapy or NDT to identify the appropriate activities. Teachers can refer to the Draft Guidelines for Teachers of Students with General Learning Difficulties produced by the NCCA. Teachers <http://www.ncca.ie/SEN/ncca-launch.htm>.

Exceptionally abled children will be encouraged and supported by acknowledging their talent and creating additional challenges for these children in the strands of the PE curriculum in which they excel. These children will be encouraged to make links with local clubs and to maximise their talent. They will also in some instances be asked to assist their classmates in achieving proficiency in the activities they are undertaking.

Equality of Participation and Access

In planning for PE we will pay attention to the following areas in order to promote equality throughout the physical education curriculum.

- All children from 1st-6th will take part in all six strands of the curriculum. The pool-based elements of Aquatics will be provided from First to Sixth classes inclusive of a block of about 8 weeks per year. No child will be denied access to swimming lessons due to a lack of financial resources and the school has made provision for such children to attend through the Deis initiative.
- A subsidised fee will be charged to cover providing external coaches, aquatics/gymnastics, or other areas where expertise may be required.
- We will provide equal access for all children to physical education equipment and facilities and use of the playground during breaks will be incorporated as an integral part of the school's programme.
- When grouping children for physical education the school will endeavour not to group children solely based on gender whenever possible.
- Special needs children will participate fully in our PE programme, lessons and activities will be adapted to suit the needs and abilities of these children.
- 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.
- PE is providing great opportunity for children from other countries who attend Irish schools to integrate in a fun way.
- Large sporting events such as All Ireland Championships, Olympics Special Olympics, World Cups, North Wicklow Sports will be used to look at the customs and sporting culture of some of the participating countries.

- We will encourage pupils of other cultures in the introduction of games from different countries to the children in the school, while at the same time acknowledging the special place that Gaelic games hold in our culture.
- *Gaelic Games is given particular consideration as part of the games programme.*
- Irish Dance classes are arranged with a local dance teacher who operates a quid pro quo arrangement with the Board of Management for the use of the school hall.
- In school GAA is also provided free of charge with an external coach.
- No child will be denied access to any in school sporting facility due to a lack of financial resources.

Linkage and Integration

Every attempt will be made to link the various strands of the PE curriculum and to integrate the other subject areas with PE, where appropriate eg. Language development through following instructions, Gaelige to give instructions, Dance with Music, Orienteering with Geography, Aquatics with SPHE

Theme based activities will be used to support integration especially in the gymnastics strand where the language of movement can be developed in tandem with the practical activities under the theme of travelling. Further language development can take place under the theme of balance.

Bainfid na muinteoiri usaid as Gaelige nuair ata siad ag muineadh rince gaelach.

● Organisational Planning

Timetable

PE in general will take place in two discreet 30 mins sessions, allowing additional discretionary PE time for golden time in many classes. The school will use its discretionary time for the duration of their pool-based programme in the school - in order to cover the time travelling to and from the pool.

Each year the class level team will prepare the year plan for PE ensuring that all strands are covered over the course of the year.

Irish Dancing

Claire Dowling from the Dowling School of Dance teaches Irish Dancing for 6/8 week blocks from Junior Infants to Second Class inclusively. This is provided at no cost to the pupils.

Swimming

Shoreline Leisure Centre Bray is used for the Aquatics Strand, which caters for First to Sixth Classes inclusively being coached for a block of 8 weeks

Playground Games

See attached appendix 1. These games are often modelled during break times with the assistance of a designated SNA and a small group of children.

GAA Coach.

PE post holders will liaise with the local Sports Promotion unit(afterschool) and GAA coach Tommy Carroll to provide in school lessons of approximately 6-8 weeks for all class levels. Our current coach is Tommy Carroll. The timetabling of these sessions is organised by the PE post holders.

SCP

Pre- covid times our SCP team engaged with the Summer Camp staff to provide after school and activities and links during the summer. They also link the school to blocks of activities with the Bray local Area sports partnership. Summer camps and Easter camps are also run by school staff.

Athletics.

A number of staff and the principal train children in the final term to compete in the Wicklow Co Races held in June in Shoreline Greystones track.

Halla Timetabling

This is displayed on the shared drive and outside both PE halls. It is sent around in the first term initially and then amended when Aquatics, Gaa and Dancing are up and running.

Lunch time games

All children are encouraged to play and enjoy their break times. Our SNA's are responsible for the play opportunities of our special needs children and ensure that these children are fully integrated into school playtimes wherever possible.

Soccer is permitted on the grass areas and is timetabled when the weather permits and positive playtime equipment operates in the Junior yard rotating the skipping, hoppers, polydrons, hoops and lego equipment.(% Ms Forster)
The woodland area is also timetabled, and the Junior yard has snakes and ladders and obstacle markings for the children's use.

Walking Bus

A walking Bus initiative takes place in the third term each year. Children are encouraged to walk to school, or at least part of the journey, manned by members of staff / Parents in hi vis jackets.

End of Year Hikes

Some older classes engage in a hike up 'Bray Head', as part of their school tour.

Code of Ethics/Conduct for Sport

All coaches who work with the children will be given a copy of our Child Protection Policy. Coaches and instructors must provide Garda Clearance certificate to the Principal prior to commencement.

Class teachers must remain with their classes during all in school coaching sessions.

Our code of conduct for Sports is attached*

After School Activities

- GAA coaching takes place on Mondays(alternating buildings)
- Afterschool coaching will be sought via Local Sports groups in January.
- SCP and Bray sports promotion units provide activities after school seasonally, eg basketball, tennis.
- Irish Dancing(Dowling School of Dance) takes place on Tuesdays
- Athletics training takes place in the third term
- The school is represented at North Wicklow Sports with individuals competing in;
- long jump, tug of war, shot puck, puck fada, cic fada, relay and other running events.(supported by Mr O' Brien/Ms Brady)
- The school will organise a final term sports for all day in June where the emphasis is on fun participation and an awards ceremony for participation.

PE Equipment and ICT

- An Inventory of PE equipment is displayed on the PE Hall door room and also on the shared drive.
- It is the responsibility of each class teacher to ensure that all equipment is correctly replaced after each lesson.
- Any breakages must be reported to the post holder as soon as possible.
- Post holders will inspect the stock half termly and inform staff of any new equipment.
- Balls and equipment are updated as required with the assistance of PE postholders, Care takers and parent volunteers.
- The principal will request funds as required by the BOM and Parent's Association to update or replace equipment.

ICT

- In order to ensure a PE rich environment, the school will have a dedicated PE information board where school and local events will be advertised and current information will be communicated to parents via class dojo.
- The use of the school's digital camera will be vital in recording PE activities.
- The display of these pictures on the notice board will give an opportunity to children to see themselves and others in action.
- Our school website, facebook page and individual class dojo's will be used to display children's talent to our Parent and wider community.
- Local Newspapers will be invited to our school to celebrate sporting achievements from time to time.
- 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 children being referred to them.

Facilities

- School yards X4
- School Halls indoor X2
- Grass areas
- Forest walk and nature trails
- Basketball courts
- Access to Shoreline Leisure Pool
- Access to Ballywaltrim and Feargal og playing fields
- Access to Shoreline Running Track (Greystones)
- Access to Ballywaltrim community Playground

ICT

- 3 Large Bluetooth speakers
- 2 phones with spotify links
- CD players
- Interactive white boards with apps
- Laptop Computers
- class set of ipads.

Health and Safety

In keeping with our school Health and Safety policy, issues in a PE context including warm up activities at the beginning or a lesson, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard and external playing grounds have been considered and procedures for dealing with accidents have been established. 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.

- Suitable footwear and clothing have to be worn by all children during the PE lesson. Jewellery wearing will not be permitted 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 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 and recorded in our red incident book located in the First Aid box.
- 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, eg . using mats in Gymnastics where appropriate.
- Children will not be forced to do activities they are not physically or mentally ready for.
- A First Aid Kit will be located in the PE Storeroom on the back shelf beside the inventory of equipment. Jnr building/staff kitchen senior building.
- Portable First Aid Kits will be brought by lead teachers when participating in sports outside the school grounds.
- Relevant permission slips(via aladdin and with the support of HSC teacher), health conditions, use of inhalers will be sought prior to participating.
- Parents / guardians will be contacted in the event of any emergency.
- Teachers will only treat a child according to the school's Health and Safety policy.

Individual Teachers' Planning and Reporting

- This PE plan alongside the PE curriculum documents will form the basis for individual Teacher planning and preparation.
- Teachers will be familiar with the content and methodologies outlined in the plan.
- There should be clear progression as children move on from class to class.
- The Cuntas Miosuil will bear great relevance in reviewing and developing the plan for the next school year.

- While these documents are vital for planning, it is important that teachers do not rely on them exclusively as it is necessary to adapt the PE plan to your own class level and experience on new programmes eg Fit4Class(athletics), Move Well, Move often Programme(refer to PDST for PE site).
- Short term planning is done fortnightly and will describe how the objectives are met in the week to week delivery of the curriculum,

Staff Development

Staff will be encouraged to participate in in- service training. The Board of Management may fund these courses.

The following coaching has been pursued to date.

- Move, well , Move often training
- Badminton coaching
- Fit4Class training
- GAA coaching/Buntus programme
- Athletics training
- Aquatics
- Irish Dancing
- Summer Courses
- Basketball coaching
- Gymnastics
- HSE BE Well course
- Yoga

Time will be allocated to discuss updates during staff meetings and a folder of resources will be created on the school drive for access by all staff.

The post-holders will liaise with staff regarding any Professional training as deemed suitable.

Money is made available to staff through the S.D.P. grant for professional development in all areas of the curriculum.

Any coaches invited into the school will be there to support the teacher with a view to promoting good practice.

15. Parental Involvement

- Parents have a responsibility to support and encourage their children to participate in all strands of the curriculum. Parents are involved in running the annual Sports Day which takes place in June each year.
- Parents are encouraged to attend the field races part of this sports day and assist were required in manning the stations.
- We may also need the assistance of parents(Garda Vetted) in a supervisory capacity to implement swimming lessons and to partake in school support.
- We will stress the difference between PE and sport and encourage them to become involved in any initiative we will organise.
- The PE policy is available online for parents to view.
- All parents must be **Garda vetted** in assisting in specific sporting events.

16. Community Links

We encourage the children to take part in local sports and will pass on information from local sports groups.

We will pass on to the children that the sport is for all and that there are many activities in our community that they can take part in.

- **Shoreline leisure Centre**
- **Ardmore Soccer club**
- **Dowling school of Irish Dance**
- **Kick Boxing Mc Hale**
- **Master Temples Martial arts**
- **Shoreline Karate clubs**
- **Sugarloaf and BSP gymnastics**
- **Shoreline Athletics and Running track**
- **Festine Lente riding stables**
- **Bray and Greystones Tennis Clubs**
- **Bray sports Promotions Unit**
- **Scouting Ireland Adventure clubs**
- **Wicklow School of Dance- Ballet**
- **Inter school leagues via cummann na mbunscoil**

This list is not exhaustive, we will display more on our bulletin board as they arise.

● **Success Criteria**

- The criteria for evaluating the success of our PE policy will be:
- 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
- Providing activities equally suitable for boys and girls

Reflective questions(We will use these questions to guide us in future planning during our review in 2 years time)

- Has the plan achieved its aim? What are the indicators?(refer to Aims)
- Childrens' response. Is there increased enjoyment and participation?
- Do teachers feel that structure, procedure and continuity is evident in the plan?
- What has been the response of the following;
 - ❖ D.E..S. Inspectorate
 - ❖ Individual planning of teachers
- Had there been any relevant feedback from the feeder Second level schools to which children transfer.

Means of assessing 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
- Second level feedback

● **Implementation**

- **Roles and Responsibilities**

Each teacher is responsible for implementing this policy with his/her own class.

The PE coordinators Frankie Brady and Oliver O’ Brien, will coordinate the progress of the policy , encourage and accept feedback on its implementation. All members of staff contributed to the formation of this document and it was completed and agreed upon at the March staff meetings 2023.

● **Review**

- **Roles and Responsibilities(see above reflective questions)**

- **Timeframe**

The plan will be monitored and evaluated at the end of the first year and subsequently on alternate years as the school year nears and end and we thus can reflect meaningfully on how well the PE programme has been taught and received in the school.

The following will be consulted in appraising the PE plan

- **Teachers**
- **Pupils**
- **Parents**
- **Post holders**
- **BOM/DES inspectorate**

● **Ratification and Communication**

This PE plan was ratified by the Board of Management on _____ and is available to Parents on our school website or a hard copy may be viewed in the office.

Appendix 1: List of Playground Games

Appendix 2: Glance cards for each strand web link.(below)

Appendix 3: Halla Timetable Both Buildings

Appendix 4: Overview of PE strands whole school

Appendix 5: Inventory of PE equipment Both Buildings

Appendix 6: Our Code of Conduct for Sports

Appendix 1 Playground games

https://drive.google.com/file/d/14vBMz93-NPA3hI4N3fWa-7FQgvHn_esP/view?usp=share_link

Appendix 2 Glance cards

<https://www.pdst.ie/sites/default/files/Primary-PE-Curriculum-Glance-Cards.pdf>

Appendix 3 Timetables PE HALL

PE Hall Timetable 2022-2023

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
9.00-9.30		K.Cawley	Irish Dancing	K.Cawley	
9.30-10.00	ES 2 D& B	S. Temple	Irish Dancing	ES 2 D& B	
10.00-10.30	ES 1 - D & S	K.Egan	Irish Dancing		ES 1 - D & S
10.30-11.00	yard	yard	yard	yard	yard

11.00-11.30	R. Clarke	I.Creamer	R. Clarke	I.Creamer	B Keyes
11.30-12.00	R. Gray.E O Sullivan	J. Thorp	R Gray/E O Sullivan	J. Thorp	B Keyes
12.00-12.30	Ms Brady	Ms Flynn	K.Egan	Ms Brady	Ms Flynn
12.30- 1.00	yard	yard	yard	yard	yard
1.00-1.30		M.Hickson		M.Hickson	S. Temple
1.30-2.00	J.Carroll				
2.00-2.25			L. Seery	L.Seery	

PE Senior Building timetable to be added.

Appendix 4 Overview of yearly strands



Overview of Yearly PE Plan 2023



	September	October	November	December	January	February	March	April	May	June
Junior	Games	Athletics GAA	Dance GAA	Gymnastics (Intro) GAA	Gymnastics BE WELL GAA	Games	Dance (Irish)	Athletics	Games	Outdoor & A Water Safety/sphe
Infants										
Senior	Games	Athletics	Gymnastics	Gymnastics	Games BE WELL	Games	Games	Folk Dance	Outdoor & Adventure	Outdoor & Adventure Mini-All IRL
Infants	Athletics	Gymnastics		Games 1+2	Irish Dance	Irish Dance	Folk Dance		Adventure	Adventure Mini-All IRL
First Class	Games- coop GAA/Dance	Irish Dance GAA	Games (soccer/ath <i>Fit4Class</i>)	Games ball games B Ball GAA	Dance GAA BE WELL	Aquatics	Aquatics Gymnastics (intro)	Folk Dance Outdoor & A Gymnastics	Athletics (Fit 4 Class)	Orienteer. / Adventure Athletics Mini-All IRL
Second Class	Ball games	Dance GAA	Dance coop games	Aquatics	<u>Dance</u> (RL) Aquatics BE WELL	GAA Dance	Gymnastics Games	Athletics Ball games	Athletics Team sports	Games outdoor & Adventure Mini-All IRL
Third Class	Athletics Outdoor & Adventure	Games GAA	Games GAA	Games Basketball GAA	Dance BE WELL	Aquatics/ Chasing games	Gymnastics /Aquatics	Dance	Aquatics Outdoor & Adventure	Games Athletics Mini-All IRL
Fourth Class	Aquatics	Aquatics	Athletics	Dance	Athletics BE WELL	Athletics	Dance	Games	Outdoor & Adventure	Gymnastics Athletics Mini-All IRL
Fifth Class	Games GAA	Games GAA	Aquatics Dance GAA	Aquatics	Aquatics BE WELL	Gymnastics	GAA Games Dance	GAA / Athletics	Outdoor & Adventure Athletics	Outdoor/Adv Athletics Mini-All IRL
Sixth Class	Games GAA Aquatics	Games GAA Aquatics	Athletics GAA	Athletics GAA	Gymnastics GAA BE WELL	Games Soccer/GAA Volleyball	Dance GAA	Games O+A	Outdoor & Adventure Games	Athletics Games B. Ball

Folk and Creative Dance Plan.

Resource	Rang 1+2	Rang 3+4	Rang 5+6
www.ppps.ie (dance video)	<ul style="list-style-type: none"> • Cuckoo Dance • Come to me (exemplar p 62) 	<ul style="list-style-type: none"> • Shoemaker's Dance • German clap Dance 	<ul style="list-style-type: none"> • La Vinca • French Peasant dance • Rakes of Mallow • Stacks of barley
Claire Dowling Irish Dance Teacher up to 2nd only ?	<ul style="list-style-type: none"> • Military 2 - step • Gay Gordon • walls of Limerick 	<ul style="list-style-type: none"> • Haymaker's Jig (Ex. p 64) • Harvest Time Jig • 2 Hand Reel 	<ul style="list-style-type: none"> • Siege of Ennis • Shoe the Donkey
Other resources	Action for Life CD - ceol do Cheill PSSI CD and website www.ppps.ie		
Creative Dance	Each Class should do 2 of the lessons outlined on the PSSI CD for PE		

<i>Equipment</i>	<i>Quantity</i>	<i>Equipment</i>	<i>Quantity</i>
Ball pump Frankie's room	1 /Joe'sRoom	Badminton rackets	34
Balls GAA	12	Shuttle cocks	42
Soccer	12	Miscellaneous	
Basketballs	15	Hoppers	25
Pilates	2	Tennis balls hard	*
Rugby	11	Tennis balls soft	*
Soft	6*	Hoops	50
Gymnastics		Pole cones/ hole	20
Box	1	Catch nets	4
Slide/ladder	1	Skipping ropes	22
Crash mats	2	Bean bags	6
Flat mats	8	Quoits	41
Hockey sticks	36	rings/foam	
Pucks	7*	X+O circles <small>(connect 4)</small>	1 box+ stand
Tennis		Stilt walkers	20
Rackets plastic	38	Skittles	4
Metal rackets	19	Baseball bats	5
Tennis nets	1	Loopies/catchball	1+4
		Balance device red/black	8(container)
Tag Rugby belts	20 yellow, 16 red 15 other	Space maker cones	30

Parachutes	3	Cones other	26
Athletics		Foam flooring	2 boxes
Batons	6	Target throw(10)	1
Hurdles green	4	Bibs	4X class sets
Hurdles other	4	Storage bags	6
Race finishing tapes	2(see frankie)		
Javelins foam	2	Sacks	4

Senior Building Inventory of Equipment

- Basketballs
- Bibs
- Hula Hoops
- Hockey Sticks
- Cones(Various)
- Badminton Racquets
- Bean Bags(Very few)
- Ladders(Obstacle Course)
- Small Jumps
- Tennis Racquets/Tennis balls
- Light Footballs
- Skipping Ropes
- Long Skipping Ropes
- Indoor Golf Set



We the Parents/Supporters will.....

- Recognize and encourage good sporting behaviour of all children.
- Act as a good role model for the children to copy.
(Zero tolerance of Name calling, swearing, verbal or racial, physical, religious, ethnic, sexual orientation abuse)
- Actively discourage unsporting behaviour.
- Offer praise and encouragement rather than criticism during the activity.
- Applaud the effort of both/ all teams.
- Support the teacher's match and kit arrangements.
- Encourage the children to respect the decisions of the officials.
- Be aware that shouting can intimidate children.





Pupils Code of Conduct

We the Pupils will.....

- Encourage and value the efforts of all team mates.
- Learn and accept the agreed rules.
- Never cheat.
- Treat everyone with courtesy and respect.
- Always behave well and be reliable, trust worthy and honest.
- Always listen and accept the official's instructions and decision.
- Be sporting and considerate in winning.
- Be sporting and considerate in defeat.
- Always thank the officials, teachers and adult helpers.

(Display this on PE Hall Notice Board-clearly visible)





School staff/Officials

Code of Conduct

We the School Staff/ Officials will.....

- Be fair and unbiased and never favour any team.
- Set a good example to all pupils.
- Set clear ground rules and be intolerant of bad behaviour and language.
- Encourage all children to compete honestly and fairly.
- Seek to inform and educate parents where necessary regarding acceptable spectator behaviour and support.
- Show respect for officials and their decisions.
- Promote sport for enjoyment and participation, not just for winning.
- Agree interpretation of the rules prior to the competition.
- Provide opportunities for all.



Code of Conduct for Children’s Sport in Our School

Core Values in School Sport

Integrity in Relationships:

Teachers and adults interacting with children in school sport must do so with integrity and respect for the child. All adult actions in sport should be guided by what is best for the child. Abuse of any kind is unacceptable within sport.

Principle of Fair Play:

Ireland has contributed, and is committed, to the European Code of Sports Ethics, of which fair play is the guiding principle. Fair play is defined as: “much more than playing within the rules. It incorporates the concepts of friendship, respect for others and always playing with the right spirit. Fair play is defined as a way of thinking, not just behaving.”

(European Sports Charter and Code of Ethics, Council of Europe, 1993). It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), sexual harassment and abuse, exploitation, unequal opportunities, excessive commercialisation, and corruption. Our school strives continuously to adhere to this key principle when conducting sports activities.

Atmosphere and Ethos:

Children’s sport must be conducted in a safe, positive and encouraging atmosphere. A child-centred ethos helps to ensure that competition and specialisation are kept in their appropriate place. Too often competitive demands are placed on children too early, and results in excessive levels of pressure on them, with the consequence of high levels of dropout from sport.

Our teachers have an overall responsibility to take the steps necessary to ensure that positive and healthy experiences in sport are provided for the pupils in their care.

Equality:

All children in our school are treated in an equitable and fair manner. Children with disability are involved in sports activities in an integrated way, thus allowing them to participate to their potential alongside other children.

Teachers are always mindful of pupil safety, both individually and collectively, in sports participation. If a teacher excludes a pupil from a particular sports activity, for good safety reasons, it is not to be regarded as being contrary to the school ethos of integration and inclusion.

Guidelines for Teachers/Coaches/Parents

St Fergals N.S. is committed to providing a safe and fair environment for all participating in sport. Our **teachers'** first priority is the welfare of their pupils, and we are committed to providing an environment which allows participants in our school's sporting activities to perform to the best of their ability, free from bullying and intimidation. The school has a duty of care for **coaches** working with pupils on behalf of the school to:

- be a role model for children, and maintain the highest standards of conduct when interacting with children, parents, officials and organisers
- encourage children to play by the rules
- always behave responsibly on the sidelines and not seek to unfairly affect the game or sport
- take care not to expose any player, intentionally or unintentionally, to embarrassment or disparagement by the use of flippant or sarcastic remarks
- respect referees, coaches, organisers, and other players
- not publicly question the judgement or honesty of referees, coaches or organisers
- teach children that honest endeavour is as important as winning, and do all they can to encourage good sportsmanship
- set a good example by applauding good play on both sides
- encourage mutual respect for team-mates and opponents.

Parents should support all efforts to remove abusive and bullying behaviour in all its forms:

Child to Child - including physical aggression, verbal bullying, intimidation, or isolation;

Adult to Child - including the use of repeated gestures or expressions of a threatening or intimidatory nature, or any comment intended to degrade the child;

Adult to Adult - including verbal aggression towards other adults in order to achieve a beneficial outcome for own self or own child;

Child to Adult - including repeated gestures or expressions of a threatening or intimidatory nature by an individual child or a group of children.

Guidelines for Coaches

Teachers have the ultimate duty of care to ensure that all coaches/selectors/team managers working with the school have as their first priority the children's safety and enjoyment of the sport, and adhere to the guidelines and regulations set out.

Coaches must respect the rights, dignity and worth of every child, and must treat everyone equally. A coach of school teams has a duty of care which is more onerous than that of a coach to an adult team. A coach must act as a role model, promote the positive aspects of sport, and maintain the highest standards of personal conduct.

Coaches should remember that their behaviour to players, other officials, and opponents has an effect on the players in their care. Coaches should be generous with praise, and never ridicule or shout at players for making mistakes or for losing a game. Care must be taken not to expose a child intentionally or unintentionally to embarrassment or disparagement by use of sarcastic or flippant remarks about the child or his/her family. Physical punishment or physical force must never be used. Coaches should never punish a mistake - by verbal means, physical means or exclusion. All young players are entitled to respect.

Coaches must insist that players in their care respect the rules of the game. They must insist on fair play, and ensure that players know that cheating or bullying behaviour will not be tolerated. Coaches must encourage the development of respect for opponents, officials, selectors and other coaches, and avoid criticism of fellow coaches.

Coaches must remember that our pupils play for fun and enjoyment, and that skill and playing for fun have priority over highly structured competition. Coaches must never make

winning the only objective. Coaches must set realistic goals for the team and for the individual players, and not push young players; a safe and enjoyable environment must be created.

It is advisable to:

- record attendance at training
- keep a brief written record of injuries and actions taken (refer to previous records when supervising training)
 - keep a brief record of problem/action/outcome if behavioural problems arise and a young player has to face disciplinary procedures.
 - supervisory teacher should inform Principal of any misbehaviour on the day of occurrence

Good Practice Guidelines

All personnel are encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegation (see Child Protection School Policy). It is important to realise that certain situations or friendly actions could be misinterpreted by participants or by observers. The following are common sense examples of how to create a positive culture and climate:

- always working in an open environment (e.g. avoiding private or unobserved situations and encouraging an open environment, e.g. no secrets) treating all pupils equally, with respect and dignity
- always putting the welfare of each child first, before winning or achieving goals
- maintaining a safe and appropriate distance with sports participants
- building balanced relationships based on mutual trust which empower pupils to share in decision-making
- making sport fun and enjoyable
- promoting fair play
- involving parents/carers wherever possible (e.g. for the responsibility of their children in the changing rooms); if groups have to be supervised in the changing rooms, it should always be ensured that parents/teachers/coaches/officials work in pairs

- giving enthusiastic and constructive feedback, encouraging achievements rather than negative criticism
- recognising the developmental needs and capacity of children, including those disabled - avoiding excessive training or competition and not pushing them against their will
- keeping a written record of any injury that occurs, along with the details of any treatment given
- requesting written parental consent if club officials are required to transport young people in their cars, and not doing so without the presence of a second adult
- immediately reporting any accusations made against a person
- avoiding spending any time alone with a child away from others.

Teachers/Coaches have the following Responsibilities:

Personal behaviour

- To behave in a way which sets good example and presents a positive role model for children and young people; not in any way to reward, demonstrate personally, nor condone in others unfair play, and to take appropriate sanctions against this type of behaviour. ***(Please refer to our School Code of Discipline for sanctions regarding minor, serious and extreme misbehaviour (pages 5 -8) and our Anti bullying Policy ratified in April , 2022)***
- To ensure that their own level of training and qualification is appropriate to the needs of the child as he or she moves through different stages of sporting commitment or to seek support from Professional Sporting Agencies or Personnel within the school community. eg Bray Sports promotion unit.

When working with children

- To put as a first priority the health, safety and welfare of the child, and to ensure that such considerations come before vicarious achievement, or the reputation of the school, coach or parent.

- To provide a sporting experience for children that encourages a life-long commitment to health-related physical activity.
- To avoid treating children simply as small adults, but to be aware of the physical and psychological changes that occur during maturation, and how these affect sporting performance.
- To avoid placing on a child expectations unrelated to his or her capacity to meet them.
- To make the enjoyment of the participant a priority, and never to place undue pressure which impinges on the rights of the child to choose to participate.
- To take as much interest in the less talented as in the talented, and to emphasise and reward personal levels of achievement and skill acquisition in addition to more overt competitive success
- To encourage children to devise their own games with their own rules, to take on the roles of the coach, official, and referee, in addition to participant; to devise their own incentives and sanctions for fair and unfair play, and to take personal responsibility for their actions
- To provide the child and child's family with as much information as possible to ensure awareness of the potential risks and attractions of reaching levels of high performance.

Rights and Responsibilities

Pupils have a right to:

- be safe
- be listened to
- be respected
- privacy
- enjoy sports in a protective environment
- be protected from abuse
- participate on an equal basis, appropriate to ability
- experience competition and the desire to win
- be believed
- ask for help.

Pupils are responsible for:

- showing respect to other players and leaders
- keeping themselves safe
- reporting inappropriate behaviour or risky situations
- playing fairly
- respecting opponents
- having respect for officials and accepting decisions
- showing appropriate loyalty
- not cheating
- not using violence
- their behaviour in defeat.

Teachers have a right to:

- access ongoing training and information on managing activities for young players, particularly on child protection
- support in reporting suspected abuse
- respect from players and supporters
- be protected from abuse by players and supporters
- not be left vulnerable when working with children.(eg having two Garda vetted adults in the swimming changing rooms at all times)

Teachers Have a Responsibility for:

- using appropriate team management behaviour to ensure safety of those in the group
- ensuring the principle of 'Fair Play'
- responding to pupil concerns about alleged abuse
- ensuring that the rights and responsibilities of pupils are enforced
- reporting suspected abuse to the Designated Liaison Person
- engaging in good practice and encouraging good practice in others
- maintaining confidentiality about sensitive information
- being an appropriate role model.

Parents have a Right to:

- know that their child is safe
- be informed of problems or concerns relating to their children
- have their consent sought for issues such as trips away
 - complain appropriately if they have concerns about coaches, players, or other adults

- have their concerns treated seriously
- be protected from other adults behaving inappropriately.

Parents are Responsible for:

- encouraging their child to play by the rules
- respecting their child and teaching them that they can only do their best
- insisting that their child shows respect for coaches and others involved in sports activities
- behaving responsibly on the sideline
- showing respect and appreciation for teachers and coaches involved in their child's sporting activities
- accepting their child's ability and ambitions
- ensuring that their child's needs are met.

This list is not exhaustive and is by no means definitive.

See also School Child Protection Policy.

Guidelines on use of photographic and filming equipment at competitions and practice sessions

Amateur photographers/film/video operators wishing to record an event or practice session should seek accreditation with the event organiser or teacher of practice session.

During competitions or practice sessions, children must not be photographed or filmed without their permission and the express permission of one of their parents or person acting for the parent. A record should be kept of any permission granted.

Professional photographers/film/video operators wishing to record an event or practice session should seek accreditation with the event organiser by producing their professional identification for the details to be recorded. A record should be kept of accreditations.

This policy has been informed by

- **St Fergals NS Child Protection Policy, 2011,**
- **Children First 2010,**
- **DES Child Protection Procedures 2011.**

A more detailed account of child protection issues which may arise pertaining to this policy are available from the aforementioned sources.

The PE Policy was ratified by the Board of Management on Monday 22nd May 2023.

Signature : *Joe Behan*

Joe Behan, Chairperson, Board of Management

Date: *22nd May 2023*

Signature : *Tom Sargent*

Tom Sargent, Principal

Date: *22nd May 2023*
