



North Dublin Muslim National School

Ratoath Road

Dublin 7

20152L

Physical Education Plan

February 2022

Introductory Statement

The Physical Education plan for the North Dublin Muslim National School was reviewed by a team of staff members in consultation with all staff, Board of Management and Parents Association of North Dublin Muslim National School in October 2020.

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

We seek to assist the children in our school in achieving their potential by the promotion of physical activity throughout the school. We intend to incorporate the messages of the curriculum in our lessons.

Key Messages

- the importance of enjoyment and play
- maximum participation by all children
- the development of skills and understanding
- a balance between competitive and non-competitive activities
- providing opportunities for achievement of each child
- providing activities equally suitable for boys and girls

Aims

We endorse the aims of the Primary School Curriculum for PE while keeping the Islamic ethos of the school to the fore at all times.

- To promote the physical, social, emotional and intellectual development of the child
- To develop positive personal qualities such as teamwork, taking turns, accepting defeats.
- 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 support children in living and enjoying their lives to the full

Curriculum Planning

Content to be covered in Junior Infants and Senior Infants

Strand	Strand Unit	Activity
Athletics	Running	<ol style="list-style-type: none"> 1. Walk/jog in a non-competitive setting for extended periods. 2. Follow a trail. 3. Sprinting: <ul style="list-style-type: none"> - practise moving in a straight line - practise the standing start - reaction activities 4. Relays: participate in a pair relay using a beanbag.
	Jumping	<ol style="list-style-type: none"> 1. Experiment with various ways of jumping: practise the five different jumps.
	Throwing	<ol style="list-style-type: none"> 1. Experiment with appropriate objects and methods of throwing aiming for height and distance: throw beanbags <ul style="list-style-type: none"> - throwing at a target 2. Explore footwork.
	Understanding and appreciation of Athletics	<ol style="list-style-type: none"> 1. Develop an understanding of the basic rules of athletic events: <ul style="list-style-type: none"> - standing start for sprinting, - running in a straight line or lane without impeding others. - wait until your partner has returned before running in the pair relay.
Dance (Referred to as Movement)	Exploration, creation and performance	<ol style="list-style-type: none"> 1. Explore the movements of different parts of the body. 2. Create and perform a simple dance with teacher's guidance. 3. Move in space safely with others. 4. Explore strong and light movement. 5. Develop poise, balance and coordination while moving and stopping. 6. Copy a partner's movements. <p>Sensitivity to the age of the pupils should be adhered to when choosing suitable songs</p> <p>Please also refer to the school's Music Policy</p>
	Understanding and appreciation of dance	<ol style="list-style-type: none"> 1. Interpret a mood or motion based on movement 2. Develop an awareness of the need for focus and concentration in movement.

Games	Sending, receiving and travelling	<ol style="list-style-type: none"> 1. Begin to develop ball-handling skills using beanbag activities: <ul style="list-style-type: none"> -throwing and catching (individual work). -throwing and catching individually and in pairs. -throwing to a target. -trapping the beanbag, individually and in pairs. 2. Begin to develop ball-handling skills using balls: <ul style="list-style-type: none"> -ball awareness activities; -rolling the ball, individually and in pairs. -Ball awareness activities: <ul style="list-style-type: none"> -bouncing a ball, throwing and catching. 3. Begin to develop kicking skills: <ul style="list-style-type: none"> -dribbling a ball kicking a ball on the ground, controlling a ball by trapping it. -kicking to a target. 4. Begin to develop carrying and striking skills using a racket: <ul style="list-style-type: none"> -racket grip, carrying a beanbag/ball on a racket. -bouncing a ball with a racket. 5. Begin to develop carrying and striking skills using a stick: <ul style="list-style-type: none"> - dribbling a ball, striking a ball.
	Creating and playing of games Understanding and Appreciation of games	<ol style="list-style-type: none"> 1. Playground games to encourage cooperation. 2. Develop problem-solving and decision-making strategies: <ul style="list-style-type: none"> -rolling at a target. 3. Apply simple rules to games. 4. Moving into the path of the ball to trap it. 5. Understand the need to keep the racket face flat for activities.
Outdoor and Adventure activities	Walking	<ol style="list-style-type: none"> 1. Find and record controls outdoors. 2. Find an object in a confined area of the school site with simple clues. 3. Find an item in a confined area and use it in a matching activity. 4. Undertake a short walk within the school grounds.
	Orienteering	<ol style="list-style-type: none"> 1. Identify areas of the hall, playing field or school site. 2. Introduce control cards: <ul style="list-style-type: none"> -find the picture (control) and record it simply. 3. Identify areas of the hall, playing field or school site: <ul style="list-style-type: none"> - Introduce Photo-star orienteering. (Ref. PDST) - Go to features identified by pictures, find the control and record it simply. - Teach the discipline of returning to base. 4. Reinforce control cards.
	Outdoor challenges	<ol style="list-style-type: none"> 1. Adventure trails

Gymnastics * (* refers to those objectives that cannot be currently met due to lack of suitable hall facilities and equipment in NDMNS)	Movement	<ol style="list-style-type: none"> 1. Develop the basic movement actions of walking, running, skipping, stopping and jumping. 2. Link skills to produce a short sequence of movements. 3. Develop body awareness through variations of direction and pathway. 4. Begin to transfer work onto apparatus * 5. Absorb energy to avoid shock when landing. 6. Practise rocking and rolling activities leading to the forward roll.
	Understanding and Appreciation of Gymnastics	<ol style="list-style-type: none"> 1. Discuss movement and ask and answer questions about it. 2. Develop the ability to lift, carry and place apparatus safely. * 3. Develop awareness of others when using apparatus. *
	Understanding and Appreciation of Outdoor Adventures	<ol style="list-style-type: none"> 1. Begin to develop an appreciation of and respect for the environment: caring for living things.

Content to be covered in First and Second Class

Strand	Strand Unit	Activity
Athletics	Running	<ol style="list-style-type: none"> 1. Walk, jog or run over distance: -Walk/jog in a non-competitive setting for extended periods. 2. Sprinting -Practise the standing start -Reaction activities. 3. Relays: -Participate in pair relay with a beanbag developing simple technique -Practise passing with the right and receiving with the left hand using the down sweep technique. 4. Hurdling: -Run over evenly spaced low hurdles. -Identify the lead leg.
	Jumping	<ol style="list-style-type: none"> 1. Practise skipping activities with and without ropes. 2. Develop a short approach run: -Taking three steps and jumping for distance and height. 3. Practising an over-arm throw: -Develop a short approach plant and throw.
	Throwing	<ol style="list-style-type: none"> 1. Under and over arm throw

	<p>Understanding and appreciation of Athletics</p>	<ol style="list-style-type: none"> 1. Develop an understanding of pace: 2. Contrast the pace of two runners. 3. Develop and understanding of some of the rules of athletics: -When sprinting, take off only on the word go. -contrasting the pace of two runners. 4. Describe and discuss movement and ask and answer questions about it: - does passing the beanbag as we practiced it today make a difference to your speed?
<p>Dance (Referred to as Movement)</p>	<p>Exploration, creation and performance</p> <p>Sensitivity to the age of the pupils should be adhered to when choosing suitable songs</p> <p>Please also refer to the school's Music Policy</p>	<ol style="list-style-type: none"> 1. Explore a greater range of movements of different body parts. 2. Create and perform a partner movement sequence. 3. Move in space safely with others. 4. Develop increased poise and coordination when moving and stopping. 5. Respond imaginatively to the stimulus of letter shapes in creating dance. 6. Develop increased poise and coordination when moving and stopping.
	<p>Understanding and appreciation of dance</p>	<ol style="list-style-type: none"> 1. Continue to be aware of the need for focus and concentration in movement. 2. Watch the movement of others with courtesy and respect. 3. Identify different body parts used in the movement viewed. 4. Identify the sections of the movement as the beginning, middle and ending.
<p>Games</p>	<p>Sending, receiving and travelling</p>	<ol style="list-style-type: none"> 1. Ball handling: practise skills previously experienced: -throwing and catching using a beanbag. -throwing to a target. -throwing and catching using a large ball. -dribbling a ball. -throwing and catching using a large ball. -chest pass, bounce pass, overhead pass, dribbling a ball. 2. Develop and practise kicking skills: -dribbling a ball with the foot. -kicking and trapping the ball with a partner. -kicking from the hand. 3. Develop and practise ball-handling skills: -Fist pass, catching and heading.

	Creating and playing of games	1. Create and develop games in small groups: - Playground games
	Understanding and appreciation of games	2. Apply simple rules to activity. 3. Discuss and develop control in movement skills relevant to games: -Footwork: changing speed and stopping. -develop an understanding of defence. -moving into space to receive a pass. -introduce the methodology of working in grids. -working in fours.
Outdoor and Adventure activities	Walking	1. Short walks. 2. Treasure hunts.
	Orienteering	1. Identify areas of the hall or school site 2. Engage in activities to encourage the child to begin to find the way. -reinforce work done in Infants – forwards, backwards, left and right; 3. Go to features identified by pictures. 4. Find the control (symbol) at that feature and record it on their control card. 5. Go to features identified by photographs, find the control and record it simply. 6. Find objects or areas by following a simple plan: -Follow a snake walk. -Lead another child around a course. -The second child records the route on an unmarked plan; 7. Introduce map to ground orientation/spatial awareness; 8. Teach the language, e.g. around, behind, between and outside.
	Outdoor challenges	1. Adventure trails
	Understanding and appreciation	1. Develop appreciation of and respect for the environment 2. Discuss safety aspects of activities undertaken
Gymnastics * (* refers to those objectives that cannot be currently met due to a lack of suitable hall facilities and equipment in NDMNS)	Movement	1. Develop basic movement actions. 2. Continue to develop body awareness through variations of direction, pathway, speed and levels. 3. Show control in take-off and develop the ability to absorb energy to avoid shock when landing. 4. Link movement skills to produce individual and pair sequences.

		<p>5. Practise rolling activities leading to the forward roll.</p> <p>6. Develop good body tension and posture through gymnastic positions and movements.</p>
	Understanding and Appreciation of Gymnastics	<p>1. Discuss movement and ask and answer questions about it.</p> <p>2. Develop the ability to lift and place apparatus safely. *</p> <p>3. Develop awareness of others when using apparatus. *</p>

Content to be covered in Third and Fourth Class

Strand	Strand Unit	Activity
Athletics	Running	<p>1. Walk, jog and run over distance: -Walk/jog in a non-competitive setting.</p> <p>2. Relays: -practice baton changeover technique in teams of four in a straight line.</p> <p>4. Sprinting: -practise reaction sprints and standing start; -develop good acceleration and finishing technique.</p> <p>5. Relays: practise changeover technique using batons in teams of two then four, in a straight line.</p> <p>3. Hurdling: -practise the technique of hurdling. -develop the lead leg and running three strides between the hurdles.</p>
	Jumping	<p>1. Practise the standing jump for distance: -develop a short approach run.</p> <p>2. Explore skipping activities individually and as part of a group.</p> <p>3. Jumping for height.</p> <p>4. Scissors technique.</p>
	Throwing	<p>4. Begin to throw a medium-sized ball or a primary shot from a standing position.</p> <p>5. Begin to throw (put) a medium-sized ball or primary shot from a standing position. -Begin to throw a quoit or primary discus.</p>
	Understanding and appreciation of Athletics	<p>1. Talk about movement and rules for athletics</p> <p>2. Understand pace, measure and achievement</p> <p>3. Analyse personal performance and performance of a partner.</p> <p>4. Develop an understanding of the rules of athletics: -Rules for baton change over.</p> <p>5. Measure an achievement.</p> <p>6. Discuss the differences in body movement when performing the put.</p>

		7. Describe and discuss movement: - discuss the effect of running three strides between each hurdle.
Dance (Referred to as Movement)	Exploration, creation and performance Sensitivity to the age of the pupils should be adhered to when choosing suitable songs Please also refer to the Music Policy of the school	<ol style="list-style-type: none"> 1. Develop greater range of movement to include turning. 2. Travelling and moving in space using directions. 3. Increase the range of dynamics in movement. 4. Create and perform dances that have a clear beginning, middle and end. 5. Show increased poise, balance and co-ordination while moving and stopping. 6. Perform a range of steps and movements. 7. Develop work with partner and work in small groups.
	Understanding and appreciation of Dance	<ol style="list-style-type: none"> 1. Interpret a mood or motion based on movement. 2. Identify the sections of a movement as beginning, middle and end. 3. Observe, describe and discuss own movement and the movement of others.
Games	Sending, receiving and travelling	<ol style="list-style-type: none"> 1. Develop and practice a range of ball handling skills using round and oval large and small balls. 2. Pick up a stationary or moving ball into the hands using the foot. 3. Dribbling a ball around obstacles. 4. Passing and shooting the ball at a target. 5. Kicking a ball on the ground or in the air and moving into a position to receive a pass. 6. Kicking ball to partner using instep and out step of foot. 7. Striking a ball away from you using arm. 8. Striking a ball using racquet and hand (hand over arm). 9. Fisting a ball through the air to a partner.
	Creation and playing of games	<ol style="list-style-type: none"> 1. Create and develop games in pairs or small groups. 2. Play small sided or mini versions of games. 3. Playground games.
Outdoor and Adventure activities	Walking	<ol style="list-style-type: none"> 1. Short walks. 2. Treasure hunts.
	Orienteering	<ol style="list-style-type: none"> 1. Develop the ability to draw a plan, linking physical education with the Geography curriculum. 2. Promote understanding of spatial awareness. 3. Introduce drawing of controls on a plan. 4. Introduce Score Orienteering in the classroom. 5. Find objects or areas by following a simple plan:

		<p>-follow a snake walk; -lead another child around a course. The second child records the route on an unmarked plan.</p> <ol style="list-style-type: none"> Introduce map to ground orientation/spatial awareness; -teach the language, e.g. around, behind, between and outside. Undertake a journey, following a chosen route and marking it on a plan. Choose a route and lead a partner who draws the route taken on a plan. Introduce Star Orienteering (using a map) – finding one control marked on a map, recording: a symbol found at this control and returning to base before setting out for the next control. Orientate a map. Using a legend (key). Introduce Memory-Star orienteering (Ref. PDST)
	Outdoor challenges	<ol style="list-style-type: none"> Adventure trails.
	Understanding and appreciation	<ol style="list-style-type: none"> Develop appreciation of and respect for the environment. Discuss safety aspects of activities undertaken. Plan, discuss, describe and observe outdoor activities.
Gymnastics * (* refers to those objectives that cannot be currently meet due to lack of suitable hall facilities and equipment in NDMNS)	Movement	<ol style="list-style-type: none"> Create a sequence of movements to develop body awareness and control. Variations of direction, pathway, levels, speed and effort on the floor and on apparatus.* Practise and perform forward and backward rolls with control. Produce and perform sequences with a partner on mats The children create and develop their own sequences.
	Understanding and Appreciation of Gymnastics	<ol style="list-style-type: none"> Observe and describe movement. Lift, carry, set up, dismantle and store apparatus correctly and safely.* Develop awareness of others when using apparatus.* Develop an awareness of others' movements.

Content to be covered in Fifth and Sixth Class

Strand	Strand Unit	Activity
Athletics	Running	<ol style="list-style-type: none"> 1. Sprint up to 70 meters. 2. Practice reaction sprints. 3. Practice standing start. 4. Practice shuttle sprints (repeat sprints) over a distance of 30 meters. 5. Same sex pair and team relay- practicing passing over of the baton. 6. Practice standard relay with four children in a team in a straight line running a distance of up to 50 meters approx. 7. Non-competitive walking and jogging from 30 seconds to five minutes. 8. Hurdling, run a distance of 40-60 meters over evenly spaced hurdles (40-50cms high). 9. Practice technique of hurdling. 10. Run a distance of 150 metres approx. Over evenly spaced hurdles (30cm high approx.)
	Jumping	<ol style="list-style-type: none"> 1. Skipping activities. 2. Practice standing jump for distance. 3. Explore the various ways of jumping. 4. Develop a short approach run when taking off from one foot and landing on two. 5. Practice jumping for height over an obstacle (approx. 50-60 cms).
	Throwing	<ol style="list-style-type: none"> 1. Under and over arm throw. 2. Develop the over arm (javelin) throw from standing position using beanbag, ball or foam javelin. 3. Develop a short, fast approach run before releasing the throwing implement. 4. Begin to throw a medium size ball or primary shot from a standing position.
	Understanding and Appreciation of Athletics	<ol style="list-style-type: none"> 1. Talk about movement and rules for athletics. 2. Develop a better understanding of speed, strength, control and co- ordination. 3. Understand pace. 4. Measure an achievement. 5. Analyse personal performance and performance of a partner in athletic activities. 6. Know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities. 7. Begin to acquire and understanding of training to prepare for performance in selected track and field events.

Dance (Referred to as Movement)	Exploration, creation and Performance Sensitivity to the age of the pupils should be adhered to when choosing suitable songs Please also refer to the Music Policy of the school	<ol style="list-style-type: none"> 1. Create and perform a more complex range of movement. 2. Communicate through movement a range of moods or feelings. 3. Travelling and moving in space using directions. 4. Increase the range of dynamics in movement. 5. Create and perform longer and more complex movements with clear movement forms. 6. Choose and respond with increasing sensitivity to a broader range of stimuli. 7. Show increased poise, balance and co- ordination while moving and stopping. 8. Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement. 9. Develop work with a same sex partner and work in same sex small groups. 10. Perform a variety of selected Irish dances and folk dances that use frequent changes of formation. 11. Perform dances, showing concentration of awareness of others.
	Understanding and appreciation of dance	<ol style="list-style-type: none"> 1. Interpret a mood or motion observed in movement. 2. Identify the techniques used in a movement and the form of the movement. 3. Observe, describe and discuss own movement and movement of others.
Games	Sending, receiving and travelling	<ol style="list-style-type: none"> 1. Practice skills previously experiences. 2. Develop further and extend ball handling skills. 3. Develop further and extend kicking skills. 4. Develop further and extend carrying and striking skills.
	Creating and playing games	<ol style="list-style-type: none"> 1. Create and develop games in pairs or small groups. 2. Play small sided or mini versions of games. 3. Playground games.

Outdoor and Adventure activities	Walking Orienteering Outdoor Challenges Understanding and Appreciation	<ol style="list-style-type: none"> 1. Short walks around school and town. 2. Develop range of cycling skills. 3. Find controls on the school site using a map or plan. 4. Undertake a memory star orienteering activity (completing one task at a time). 5. Undertake point to point orienteering activity (control card/ collect information). 6. Undertake score orienteering (score values, controls given score values). <ol style="list-style-type: none"> 1. Adventure Trails <ol style="list-style-type: none"> 1. Develop appreciation of and respect for the environment. 2. Discuss safety aspects of activities undertaken. 3. Plan, observe, describe and discuss activities outdoors.
Gymnastics (* refers to those objectives that cannot be currently meet due to lack of suitable hall facilities and equipment in NDMNS)	Movement Understanding and Appreciation of Gymnastics	<ol style="list-style-type: none"> 1. Perform symmetrical movements and sequences on the floor and transfer them onto apparatus.* 2. Select and link a range of gymnastics actions to travel on the floor and on apparatus.* 3. Improve quality in body performance, body tension and body shape. 4. Practise and perform a range of skills: forward roll, backward roll, handstand and cartwheel. 5. Show controlled take off, flight and landing. 6. Practise and perform a specific skill – the cartwheel 7. Select and link a range of gymnastics actions to travel on the floor (mats) and groups. <ol style="list-style-type: none"> 1. Discuss movement and ask and answer questions about it. 2. Develop the ability to lift, carry and place apparatus safely.* 3. Develop awareness of others when using apparatus.*

Aquatics- Junior Infants- sixth class (* refer to those objectives that cannot currently be met due to lack of facilities)	Hygiene	1. Appreciate the importance of hygiene when using the pool.
	Water Safety	1. Observe the rules of the local pool. 2. Recognise hazards of water. 3. Identify correct procedure for dealing with hazards.
	Understanding and Appreciation of Aquatics	1. Understand basic hygiene procedures. 2. Appreciate the dangers of water. 3. Understand how to stay safe in water. 4. Develop an increased understanding of flotation. 5. Develop an appreciation of the freedom of movement in water. 6. Extend knowledge of swimming strokes. 7. Discuss a wide range of aquatic activities. 8. Become aware of local organisations and clubs that promote aquatics.
	Water based Games*	1. Participate in pair and group play*
	Stroke Development*	2. Develop a selection of swimming strokes 3. Front crawl, backstroke, breast stroke, butterfly.*
	Buoyancy and Propulsion*	1. Walk in shallow water.* 2. Walking making patterns* 3. Walking to a rhythm, changing direction on a heavy beat.* 4. Negotiating a person or obstacle.* 5. Jump, side-step or run across the pool.* 6. Relay races: children jump or side-step or run across the pool.* 7. Observe that some objects float and others sink.* 8. Blowing, nosing or heading objects (ball, toy, ducks) around floating objects.* 9. Practise balance, rotation and recovery exercises with and without float.* 10. Regaining standing position from the prone or supine position.* 11. Rolling over from the prone or supine position.* 12. Floating forming wide and narrow shapes in prone or supine position.* 13. Linking shapes to form sequences floating in mushroom shape.* 14. Turning through 360 degrees horizontally or vertically.* 15. Explore use of arms and legs to travel in water.* 16. Kicking like a frog* 17. Playing Simon Says game, where activities are matched to abilities.* 18. Practising sculling in prone or supine position, head first, feet first.* 19. Chasing games (e.g. What Time Is It, Mr Shark? Crows and Cranes).* 20. Glide forward or backwards along the surface in a

		<p>stretched position.*</p> <p>21. Glide to the bottom of the pool.*</p>
	<p>Entry to and Exit Water*</p>	<ol style="list-style-type: none"> 1. Enter the water.* 2. Using the steps or ladder* 3. By sitting, turning and slipping into the water.* 4. By stepping in from the poolside.* 5. By stepping in and placing the face in the water with comfort.* 6. Blowing bubbles while the mouth is in the water.* 7. Picking up lightweight objects from the bottom of the pool with the eyes open.* 8. Looking at a partner under water.* 9. By jumping into the water.* 10. climb out of the water Using steps.* 11. Getting out with support.* 12. Going directly onto the side.*

Assessment and Record Keeping

The teachers in the school constantly assess in 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.
- Questioning.
- Checklists.
- Self-Assessment
- Anecdotal records.

Differentiation

- Teachers must allow for the needs of all pupils including those with physical conditions which may hinder them from deriving the most from their PE lessons. Accommodating these pupils may involve adjusting particular tasks so that every child can participate in PE class.
- Class teachers are responsible for differentiation and records should be apparent in both their short term and long term plans.
- Special Needs Assistants to students with Special Educational Needs may assist in the delivery of PE lessons, in relation to the child in their care.

Equality of Participation and Access

- Every child will have access to all PE activities provided by the school.
- When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible, however it is recognised when doing pair-work that children from 3rd to 6th will work with a partner of the same gender in keeping with the Islamic ethos of the school.
- Children with Special educational needs will participate fully in our PE programme. Lessons and activities will be adapted to suit the needs and abilities of these children.
- We endeavour to find physical activities which suit the interests and needs of all the children in the school.

Linkage and Integration

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.

Mathematics:

- appreciation of shape and balance
- opportunities to estimate, measure, and compare.
- recording results.
- exploring angles.
- examining league tables.

SESE:

- Development of geographical skills such as using maps, study of the environment, origins of different cultural backgrounds, history of games.

Science:

- Movement of the body—joints, muscles, bones, etc.

Drama:

- Exploration, creation, and performance of choreographed actions and movements in keeping with the Islamic ethos.

Music:

- Listening and responding to music according to the NDMNS Music Policy
- performing i.e. song, singing with actions.

SPHE, Religion & Arabic:

- Promoting enjoyment of and positive attitudes towards physical activity and its lifelong contribution to health, serves to complement the strand unit 'Taking care of my body'
- Fostering resilience and persistence among pupils
- Accepting successes and defeats with graciousness

Organisational Planning

Timetable

- All teachers timetable for PE in their weekly timetable, in keeping with the schools weekly time allocation.
- All teachers will receive a copy of the yard timetable each September. This will facilitate all classes having equal and fair access to the school yard so that PE lessons can be delivered.

Code of Ethics

- Our aim is to provide a safe, trusting, responsive and caring learning environment, dedicated to promoting and ensuring the protections of children during all P.E. lessons and sports activities.
- We aim to put in place procedures for good practice during P.E. lessons and sports activities to protect children and all staff members.

After School Activities

- Children are invited to participate in after-school activities which are co-ordinated by the staff.
- We also encourage the children to take part in local sports activities and clubs and will always pass on information.

Health and Safety

We have a school Health and Safety Policy which will be adhered to at all times in PE activities. We are mindful of the importance of Health and Safety guidelines at all times. 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. During PE lessons all members of staff will ensure that the following safety aspects will be taken into consideration:

- All children should wear suitable footwear and PE uniform during a PE lesson. Children will not be allowed wear any jewellery, broaches or pins used on hijabs 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 teachers will adhere to the guidelines set out in the Health and Safety policy.
- Staff must ensure that the school gate is closed properly during PE lessons.
- First Aid Kits are readily available in each classroom and the foyer area.

Individual Teachers' Planning and Reporting

- Teachers' prepare short and long-term plans and that are based on the contents of this policy.
- Teachers will also be acquainted with the content and methodologies outlined in the policy. There should be clear progression as children move from class to class.

Staff Development

- Teachers 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.
- Principal displays information about any new PE courses made available to the school, on the staff room notice board and outside coaches may be invited in during the year.
- There are opportunities for teachers to observe the teaching of PE through our informal observation programme.

Parental Involvement

- The PE policy will be ratified by the Board of Management and made available for parents on the school website.
- We ask parents to support the child in fostering an interest in PE.
- During our 'Active Schools Week' outside coaches may be invited in.
- Parents are encouraged to participate in the implementation of the after school activity club.
- All volunteers must be Garda Vetted before working with our children.

Community Links

- During 'Active School Week' some classes may participate in sporting activities with other schools co-ordinated by teachers.
- The use of local amenities is encouraged.

Success Criteria

- This policy 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 objectives within each strand and strand unit will be carried out to the best of each child's ability.

Implementation

Roles and Responsibilities

The staff has a responsibility to implement this policy, forward feedback to the principal and encourage whole staff participation in the policy.

Review

The Physical Education policy is to be reviewed in the 2024/2025 school year.

Ratification and Communication

This revised policy for Physical Education was ratified by the Board of Management in February 2021. The ratified policy is displayed on the school website.

Signed: _____

Signed: _____

Date: _____