



St. Mary's Secondary School, Mallow

Wellbeing Policy & Programme: Physical Education

Title: Physical Education

Duration: Timetabled for a double class per week as part of our Junior Cycle Wellbeing Programme. The minimum threshold of time for PE is 135 hours spread across first, second and third year (i.e. 2 class periods per week).

Aims: Physical education aims to develop students as knowledgeable, skilful and creative participants who are confident and competent to perform in a range of activities safely. The course aims to build students' appreciation of the importance of health-enhancing and inclusive physical activity and a commitment to it now, and in the future.

Course Content:

The NCCA PE specification is structured around four strands: Physical activity for health and wellbeing; Games; Individual and team challenges; and Dance and gymnastics.

- **Strand 1: Physical Activity for Health and Wellbeing.** This strand aims to build students' understanding of and commitment to regular health enhancing physical activity as part of a healthy lifestyle. Students apply their learning as they design, implement and evaluate their own physical activity programme.
- **Strand 2: Games.** This strand focuses on building students' competence and confidence in two of the following games categories: divided court, invasion and striking and fielding games. Students learn how to develop a range of transferable movement skills and competencies and the ways in

which these can be used within and across the different games categories.

- **Strand 3: Individual and Team Challenges.** This strand focuses on building students' competence and confidence in two of the following physical activity areas: orienteering and team challenges, aquatics and athletics. Students are encouraged to set challenging goals for themselves individually and/or as part of a team and to reflect on the experience and progress made. In this strand, schools may choose an adventure activity other than orienteering if their location facilitates this choice.
- **Strand 4: Dance and Gymnastics.** This strand aims to build students' competency in and understanding of artistic and aesthetic movement, as they create and perform in a group for an audience in either gymnastics or dance. The process of creating the dance or gymnastic movement sequence is seen as being equally important as the final performance.



Rationale:

Physical Education is an integral component of the Wellbeing programme in St. Mary's Secondary as Physical education can provide all students with enjoyable and worthwhile learning opportunities where they develop the movement skills and competencies to participate and perform in a variety of physical activities competently, confidently and safely. PE builds students' motivation in and commitment to physical activity and sport within and beyond school. It can encourage students to get involved in both participation and leadership roles, irrespective of their previous experiences of or ability in physical activity.

Students learn to appreciate the importance of regular health-enhancing physical activity and to make informed choices about how to include physical activity as part of a healthy lifestyle. Such informed choices are key to the development of lifelong habits of physical activity. The course builds on learning in physical education in primary school and lays the foundations for their learning in senior cycle physical education.

As a result of their learning in physical education, students should be better able and more motivated to include regular physical activity in their lives thereby contributing to their overall sense of wellbeing. In Junior Cycle, six indicators- Active, Responsible, Connected, Resilient, Respected and Aware- have been identified as central to students' wellbeing. Learning in PE provides learning opportunities designed to enhance each of these indicators thereby contributing significantly to our St. Mary's Wellbeing programme in junior cycle.

Our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to St. Mary's Secondary School.

DES Circular 0015/2017 mandates 300 hours of Wellbeing to be included on the timetable over the 3 year Junior Cycle from September 2017. Wellbeing contributes directly to students' physical, mental, emotional and social wellbeing and resilience.

Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. Our Wellbeing Programme from 2017 onwards will comprise of a double Physical Education class, one SPHE class, one CSPE class and one class of rotating Wellbeing units of learning. The

units of learning in 1st Year will incorporate some of the following units: two guidance related units to support the transition from primary to secondary school and friends first, drama, choir, healthy eating and digital media citizenship units.

The wellbeing of the whole school community is at the heart of St. Mary's Mission Statement:

- To develop a community of learning which is geared towards the holistic development of each student.
- To foster the pursuit of academic excellence, respecting the specific potential and talents of each student.
- To promote the School community, the values of a Christian, caring society.
- To cater for students with special needs.
- To value, within the total school community, self-respect, respect for others and for the environment.
- To recognise and affirm the unique value and contribution of each individual.

Underlying Values of our PE and Wellbeing Programme:

- PE contributes to the Wellbeing programme by providing learning experiences which support students in being better able and more motivated to include regular physical activity in their lives, thereby contributing to their overall experience of wellbeing.
- The PE and Wellbeing programme embodies a holistic approach to the concept of physical activity for young people. It recognises the physical, mental, emotional and social dimensions of human movement.
- The educational significance is determined ultimately by our potential to promote life-long learning, directed specifically at the student's enrichment as a person. PE classes and co-curricular activities play a foundational role in developing pathways for physical activity on a daily basis and in the future.
- PE makes a valuable contribution to the preparation of the student for a life of autonomous well-being.

- The PE department uses "assessment for learning" (AfL) whereby students are an integral part of the learning process. PE teachers share the learning goals; what students will learn and why they are learning it. We clearly establish what constitutes a good performance to enable students to recognise the standards they are aiming for. In this context, we allow students to set their own, individual goals, to measure their progress and to look forward to the next stage of learning. Formative assessment is used regularly in PE and students' develop the capacity for self and peer assessment.
- Our programme incorporates the principle of inclusion. It subscribes to the basic goal of meeting the needs of all students, regardless of ability or stage of development. Students with special needs are catered for by adopting an adapted physical activity structure, which aims to encourage both participation and progression.
- The learning in PE involves the acquisition of knowledge, concepts, skills and attitudes in a safe and enjoyable environment.

Aims of our PE & Wellbeing Programme:

- To expose students to a broad and balanced PE and Wellbeing programme.
- To provide the opportunity for students to develop personally, socially and physically through participation in physical activities in a safe, challenging and enjoyable environment.
- To reinforce and further develop knowledge, understanding, skills and competencies acquired by students previously.
- To enable students to critically reflect and to make informed judgements in respect of physical activity.
- To promote a positive attitude towards participation through involvement in activities suited to the abilities, aptitudes and interests of the student.
- To encourage an appreciation of the benefits of social interaction and co-operation with others during participation.
- To encourage students to choose a lifestyle that is active, healthy and meaningful.

- To enable students to take responsibility for the organisation and development of learning through self and peer assessment and individual goal setting.
- To encourage students to become intelligent, reflective performers and learners.
- To enable students to appreciate the vocational and recreational opportunities available after school within the domain of physical activity.

Statements of Learning Links to PE:

The following tables show how PE may be linked to the central features of learning and teaching in junior cycle.

Statement of learning	Example of related learning in PE
SOL 12: The student is a confident and competent participant in physical activity and is motivated to be physically active.	Students become more confident and competent as they learn to participate in a range of challenging and developmentally appropriate physical activities. They set goals and plan to improve their competence, physical fitness and engagement in physical activity.
SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others.	plan for regular, meaningful engagement in physical activity. They engage in activities which promote positive relationships and which require cooperation and respect for differing abilities. Students learn to apply safety procedures across the variety of activities. They plan, lead and take part in appropriate warm-up and cool-down activities
SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.	Students create and perform individual and group dance and/or gymnastic performances in accordance with the criteria for artistic performance. They refine their performances based on reflection and feedback

Key Skills Developed Through PE:

Key Skill	Element	Student learning activity
Being Creative	Exploring options and alternatives Imagining	Students discuss and agree solutions to problems posed in various physical activities e.g. team challenges. Students respond imaginatively and exhibit creativity when composing, performing and appreciating a dance/gymnastics sequence.
Being Literate	Expressing ideas clearly and accurately	Students discuss different solutions to tasks in physical education with their peers. Students acquire terminology specific to activities or sports.
Being Numerate	Gathering, interpreting and representing data	Students complete statistical analysis of their own and others' performance, present it graphically, and use the

		findings to evaluate performance and plan for improvement e.g. personal physical activity logs or portfolios.
Communicating	Listening and expressing myself	Students solve problems and negotiate solutions respectfully with fellow students in a range of physical activities. Students display teamwork skills and demonstrate the principles of fair play, sportsmanship and respect in the context of team activities or games.
Managing Information and Thinking	Gathering, recording, organising and evaluating information	Students gather and organise data to provide evidence about their own performance and that of others. They use this information to plan for improvement.
Managing Myself	Setting and achieving personal goals	Students devise and undertake plans to achieve personal or group goals. They reflect on their progress and learning and make the necessary adjustments to their goals.
Staying Well	Being healthy, physical and active	Students learn to make informed decisions about their participation in physical activity. Students learn to demonstrate care and respect for themselves and others as they participate in different activities.
Working with others	Co-operating	Students engage in a number of peer and group tasks which require co-operation to achieve common and challenging goals.

Wellbeing Indicators & PE Learning Outcomes:

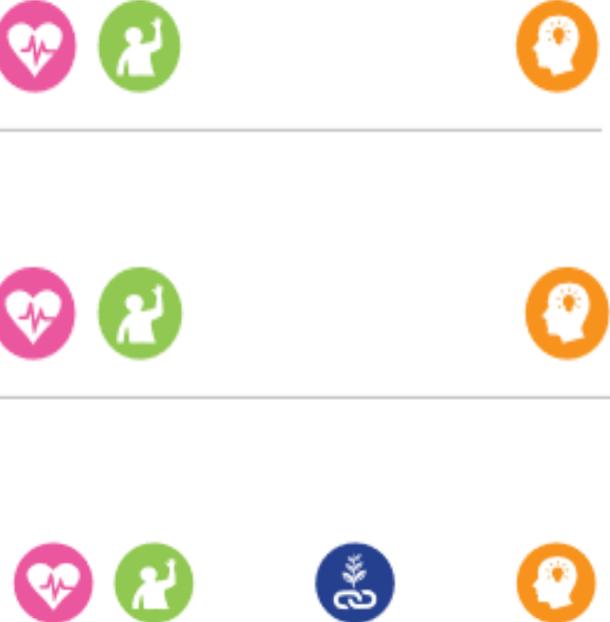
The six wellbeing indicators make explicit what is important learning in Wellbeing. The learning outcomes in each of the four strands of PE are aligned to the indicators for Wellbeing in Junior Cycle.



Learning Outcomes:

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed the four strands of the junior cycle PE course. Each PE learning outcome is aligned to the relevant indicators of wellbeing.

PE Strand 1: Physical Activity for Health and Wellbeing.		ACTIVE*	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Students learn about	Students should be able to						
How to monitor and improve their physical fitness	1.1 Set SMART improvement goals informed by their health related and/or performance-related fitness results and advised by norms for their age and gender.						
	1.2 Apply principles of training within a personalised physical activity programme (minimum duration of six weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress.						

	<p>1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop.</p>	
<p>Physical activity for all</p>	<p>1.4 Use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time.</p> <p>1.5 Identify a range of strategies to support ongoing participation in health-related physical activity.</p> <p>1.6 Lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health.</p>	

PE Strand 2: Games		ACTIVE*	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Students learn about	Students should be able to						
Invasion games	2.1 use a wide range of movement skills and strategies effectively to enhance their performance.						
Striking and fielding games	2.2 take responsibility for improving their own performance based on personal strengths and developmental needs.						
	2.3 modify activities to promote inclusion and enjoyment in a safe manner.						
Divided court games	2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down.						
	2.5 respond, individually and as part of a team to different games' scenarios						

PE Strand 3: Individual & Team Challenges		ACTIVE*	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Students learn about	Students should be able to						
Orienteering and team challenges	3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment.						
	3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal.						
	3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge.						

<p>Aquatics</p>	<p>3.4 perform competently and confidently in a range of swimming strokes.</p> <p>3.5 respond appropriately to a range of water safety scenarios.</p> <p>3.6 take responsibility for improving their own performance, based on personal strengths and developmental needs.</p>	
<p>Athletics</p>	<p>3.7 perform competently, confidently and safely in a range of athletics events.</p> <p>3.8 demonstrate activities to enhance performance in athletic events, including physical and mental preparation.</p> <p>3.9 take responsibility for improving their own performance, based on personal strengths and developmental needs</p>	

PE Strand 4: Dance and Gymnastics		ACTIVE*	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Students learn about	Students should be able to						
Creating a sequence of movement	<p>4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music.</p> <p>4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills.</p>						
Reflecting on performance	4.3 refine their performance based on a critique of a video of their performance and/or feedback from others.						
Performing	<p>4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props.</p> <p>4.5 reflect on their experience of creating and participating in a performance.</p>						

Sample Short Course in Physical Education

	Summer – Midterm 1	Midterm 1 – Christmas	Christmas – Midterm 2	Midterm 2 – Easter	Easter – Summer	Time
<u>Year 1</u>	<i>Settling in...</i> FMS and Introduction to Games	<i>Being Organised & Confident</i> Aquatics	<i>Expressing Myself with my Partner</i> Gymnastics 1	<i>Monitoring my Performance</i> PA for Health and Wellbeing / Athletics	<i>Working with my Team</i> Games - Invasion	2 x 40min class/ week
Learning Outcomes	2.1 2.2 2.3 2.4	3.4 3.5 3.6 1.3	4.2 4.3 4.4 4.5	3.7 3.8 3.9 1.4 1.5	2.1 2.2 2.4 2.5 1.6	
Assessment	Games Making Rich Task	Water Safety Task 'Personal Development' Poster Task	Group Sequence Rich Task	<i>Athletics Meet</i> Rich Task	Sport Education Rich Task and Summer Reflection	80 min 44hrs
Reporting		Christmas Reflection Christmas Report	PT Meeting		Summer Report	
<u>Year 2</u>	<i>Strand 3</i> Indiv. & Team Challenges Athletics	<i>Strand 3</i> Indiv. & Team Challenges Adventure Activities	<i>Strand 4</i> Gymnastics	<i>Strand 2</i> Games - Divided Court	<i>Strand 1</i> PA for Health and Wellbeing	2 x 40min class/ week
Learning Outcomes	1.1 1.3 3.7 3.8 3.9	3.1 3.2 3.3	1.2 4.2 4.3 4.4 4.5	1.2 2.1 2.2 2.3 2.4 2.5	1.1 1.2 1.3	
Assessment	Personal Athletics Profile	Orienteering Event & Christmas Reflection	Group Sequence	Tournament Challenge	4-Week PA Programme & Summer Reflection	80 min 44hrs
Reporting		Christmas Report		PT Meeting	Summer Report	
<u>Year 3</u>	<i>Strand 1 and 4</i> Athletics / PA for Health and Wellbeing	<i>Strand 4</i> Dance	<i>Strand 1</i> PA for Health and Wellbeing	<i>Strand 3</i> Indiv. & Team Challenges Adventure Activities	<i>Strand 1 and 2</i> Games	2 x 40min class/ week
Learning Outcomes	3.7 3.8 3.9 1.1 1.2 1.4 1.5	4.1 4.3 4.4 4.5	1.2 1.3 1.4 1.5 1.6	3.1 3.2 3.3	1.1 1.2 1.6 2.3 2.5	
Assessment	Athletics PA Programme Design	Group Routine & Christmas Reflection	6 Week Programme	Orienteering Event	4-Week PA Programme & Summer Reflection	80 min 44hrs
Reporting	PT Meeting	Christmas Report			JC Profile of Achievement	

Extra-Curricular Links:

As a school that promotes physical activity, health and wellbeing the extensive co-curricular sports programme in St. Mary's Secondary School affords students opportunities to participate in gaelic football, camogie, basketball, soccer, tag rugby, tennis, athletics, swimming, golf and orienteering. Extra-curricular sports further promote physical activity and health, teamwork, leadership, fair play and social skills. Opportunities to represent St. Mary's in extra-curricular promotes instils a sense of school pride and a sense of connectivity to school. Positive mental health is promoted through the Amber Flag, mindfulness workshops, pilates, yoga and meditation classes.

The values underpinning the co-curricular programme are:

- The principles of fair play and tolerance.
- The development of team cohesion and social skills.
- To foster positive attitudes and values.
- The promotion of respect for the rules, coaches, referees and opponents.
- The development of technical and tactical awareness and a sense of personal fulfilment by achieving a level of success through participation in games.

These extra-curricular links encourage students to become physically active inside and outside school, developing their individual and collective wellbeing and sense of belonging and connectedness to St. Mary's and the wider community. We have forged strong links with local sports clubs and sporting bodies in our community.

PE as part of the Wellbeing Programme:

This Wellbeing PE Policy and Programme was collated by PE teachers who formed part of the Wellbeing Planning team. It embodies a holistic approach to the concept of physical activity for young people. It recognises the physical, mental, emotional and social dimensions of human movement. It emphasises the contribution of physical education to the promotion of individual and collective wellbeing. It is envisaged that the Wellbeing programme 2017-2020 will achieve synergy and a cohesive approach to Wellbeing. All components of the Wellbeing programme, spanning SPHE, CSPE, PE and Other Units of Learning are linked to the Indicators of Wellbeing. A whole-school approach to Wellbeing is also reinforced through a thematic approach e.g. October is Random Act of Kindness month or Active School Week in May. Course content is aligned to the 2015 Junior Cycle Framework, 2017 Wellbeing Guidelines and the 2016 NCCA Short Course Specification for PE.

This policy was ratified by the Board of Management on June 19th 2017.

Chairperson's signature: _____

Principal's signature: _____

Review Date: _____

