

The PE programme at The Teresian Junior School incorporates six strands – Athletics, Dance, Gymnastics, Games, Aquatics and Outdoor and Adventure activities. There is a balanced approach to the teaching of all six strands. Each strand is covered every year and all children have access to all six strands. A detailed breakdown of what is covered can be seen in the table below.

Each year the Teresian Junior School will place a special focus on one strand in particular. For the 2018/2019 school year we are shining a light on the strand of **GAMES**. Our aim throughout the year is to expose the children to a wide variety of games, such as -

Spikeball, Touch Rugby, Badminton, Indoor Soccer, Ultimate Frisbee, Cricket, Basketball, Hockey, Tennis, and Golf.

We have brought in some external coaches to help out to promote these activities and to create further links within the community.

<i>Strands</i>	<i>Strand units</i>
Athletics	Running Jumping Throwing Understanding and appreciation of athletics
Dance	Exploration, creation and performance of dance Understanding and appreciation of dance
Gymnastics	Movement Understanding and appreciation of gymnastics
Games	Sending, receiving and travelling Creating and playing games Understanding and appreciation of games
Outdoor and adventure activities	Walking, cycling and camping activities Orienteering Outdoor challenges Water-based activities Understanding and appreciation of outdoor and adventure activities
Aquatics	Hygiene Water safety Entry to and exit from the water Buoyancy and propulsion

Our PE Programme is constantly being updated to make sure we are always providing best practice PE delivery in our school. Our targeting of the Active School Flag has required an audit of our PE programme. This examination has helped us improve our provision of Physical Education. Here are some key elements we focus on:

- We prioritise one strand each year for further development. This year = Games
- We discuss each child's PE development in parent teacher meetings
- Our staff attend PE specific CPD courses
- We carry out a PE audit at the start of the year where we dispose of all old equipment
- We purchased a lot of new age appropriate PE equipment to enable us to adequately teach each strand of the curriculum
- All our equipment and resources are clearly labelled, well organised and easily accessible. We make maximum use of this equipment.
- We now have a PE library covering many different sports.
- We have introduced PE homework at certain times of the year
- We have zoned the yard to help develop more physical activity. This includes Dance Time.
- We place more focus on integrating PE in the classroom through, physical activity awards and physical activity breaks
- We ensure that pupils are provided with at least 1 hour of PE a week. However, we also reinforce a message that children 60 minutes of moderate to vigorous physical activity every day.

Further Information

Children with Different Needs: Teachers differentiate PE classes so as to allow for the needs of all pupils; including those with physical or intellectual needs to feel included and involved in the PE class. This may involve adjusting particular tasks so that every child can participate in PE class.

Equality of Participation and Access: The Teresian Junior School promotes the needs and interests of all pupils regardless of ability, culture, gender or aptitude. Quality work to the best of the children's ability is the target for everyone. Every child will have access to all PE activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

Integrity in Relationships: Teachers and adults interacting with children in school sport do so with integrity and respect for the child. There is a danger that the sporting context could be used to exploit or undermine children. All adult actions in sport should be guided by what is best for the child. Verbal, physical, emotional or sexual 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 is 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.

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.