



Quality Primary Physical Education in Ireland

Does your school get the 'green light'?

(With consideration of access to resources and facilities)

No PE lessons planned, delivered or assessed	Unplanned PE or recreational physical activity undertaken occasionally	PE only when delivered by external providers (EPs)	One strand only planned, delivered and assessed by class teacher e.g. games	Two-Four strands planned, delivered and assessed by class teacher with <i>frequent</i> input from EPs	All strands of PE are planned by class teacher and are delivered and assessed with <i>occasional</i> input from EPs	All strands of PE are planned by class teacher and are delivered and assessed in conjunction with another teacher within the school (team teaching)	All PE strands planned, delivered and assessed by class teacher
All strands taught using an integrated approach							

* **External providers (EPs)** are defined as: (a) A qualified second level PE teacher (b) A qualified coach eg: swimming, dance, gymnastics (c) National Governing Body (NGB) coach eg: GAA, FAI

* **Aquatics:** In accordance with the PE curriculum, Teacher Guidelines (p.94), class teachers are encouraged to work alongside the EP, qualified swimming teacher at the poolside. Class teachers can promote strand units of Aquatics through integration with other subjects eg: SPHE, Maths, SESE

Referenced documents:

- A Physically Educated Person, CAHPERD. Canada, from http://www.cahperd.ca/eng/physicaleducation/story_detail.cfm?id=68
- Government of Ireland. (1999). Physical education teacher guidelines. (pp. 2-3): Dublin: Stationary Office.
- Government of Ireland. (1999). Primary school physical education curriculum. Dublin: Stationary Office.
- Guidelines for a Quality Physical Education Programme, NASPE, from <http://www.njahperd.org/PDFs/What%20Constitutes%20a%20Quality%20Physical%20Education%20Program.pdf>
- Learning Through PE and Sport: A Guide to the Physical Education School Sport and Club Links Strategy, Department for Education and Skills, UK. DfES Publications



Quality Physical Education in the Irish Primary School Context

"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" (Physical Education Curriculum, 1999, p2)

Quality Physical Education (PE) in a primary school context, related to the principles of the Physical Education Curriculum (1999), seeks to:

- enable all young people, whatever their circumstances or ability, to take part in and enjoy PE, sport and physical activity
- promote young people's health, safety and well being
- enable all young people to improve and achieve in line with their age and potential
- enable all children to develop physical literacy - these are people who have developed for themselves a language of physical movement. They know how and why to move in a variety of ways, appreciate the importance of physical activity, and choose to regularly participate in physical activity

(a) Features Of A Quality Physical Education Programme:

- PE is presented as an important entitlement with a minimum of one hour each week of PE for every child
- The whole school community is committed to PE
- A school plan for PE is followed by all class teachers within the school
- Physical Education is planned, delivered and assessed by the class teacher. Other external providers (EPs) may deliver units of work in co-operation with the class teacher
- A variety and balance of activities from different strands is provided
- PE is an enjoyable learning experience that children look forward to
- Teachers have opportunities for professional development in PE
- Advantage is taken of all PE and physical activity opportunities within the school and community
- Opportunities to increase understanding and appreciation in and around physical activity are provided



(b) The Outcomes Of Quality Physical Education Can Be Seen In Children Who:

- are **committed** to regular participation in physical education, physical activity and sport, including walking or cycling for everyday travel needs
- possess **knowledge and understanding** of the role of physical education, physical activity and sport as part of an active, healthy lifestyle
- have the **confidence** to get involved in physical education, physical activity and sport;
- have the **physical, social and emotional competencies** to partake in physical education, physical activity and sport;
- are able to **make informed decisions** with the support of their parents or guardians regarding their participation in physical activity and sport;
- strive to **maximise their personal potential** in physical education, physical activity and sport and to recognise and respect the potential of others;
- **enjoy and appreciate the benefits** of physical education, physical activity and sport.

(c) Features Of A Quality Physical Education Experience:

Principles to ensure that the children are **safe, active**, having **fun** and **learning** through a variety of experiences....

- Enjoyment and play
- Maximum participation (no elimination)
- Intentional planned and assessed development of skills and understanding
- A balance of: competitive and non-competitive activities and contact and non- contact activities
- Opportunities for achievement with value placed on effort and improvement
- Suitable for boys and girls
- Intentional planned learning and a broad and balanced experience for all children
- If EPs are involved in delivery of PE, Child Protection and Health and Safety issues must be considered

*The IPPEA acknowledge members of the former Physical Education Action Group (PEAG) for their significant work in the formulation of this document. The PEAG merged with the IPPEA in March 2009.