



St. Michael's School

Whole School Plan for Physical

Education & Wellbeing

April 2026

Introductory Statement

This Whole School Plan for Physical Education (P.E.) and Wellbeing has been developed collaboratively by the staff of St. Michael's School. It represents an updated and integrated version of previous school plans for Physical Education and reflects current best practice.

It builds on existing strengths in teaching Physical Education within the school while aligning with current national policy and curriculum developments.

This Whole School Plan for Physical Education (P.E.) and Wellbeing has been developed in line with the Department of Education's Looking at Our School (LAOS) framework, with particular reference to effective practice in teaching and learning, leadership and management.

The plan supports:

- Learner outcomes and experiences
- Teachers' individual and collective practice
- School leadership and whole-school development

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This Whole School Plan for Physical Education (P.E.) and Wellbeing has been developed collaboratively by the staff of St. Michael's School. It provides a structured framework to guide the teaching and learning of P.E. across the school.

This plan reflects current practice and aligns with:

- Our Mission Statement
- Primary Curriculum Framework (2023)
- Primary Wellbeing Specification
- Looking at Physical Education Draft Guide for Primary Schools, Inspectorate (2023)
- Wellbeing Policy Statement and Framework for Practice (2019)
- Junior Cycle Physical Education Specification (2023)
- Senior Cycle Redevelopment and Level 1 & 2 Modules and Electives
- Looking At Our Schools Document, (2022)

The plan supports a whole-school approach to wellbeing, recognising Physical

Education as a key contributor to pupils' holistic development and reflects developments in national policy, curriculum and school practice.

Key developments include:

- Alignment with the Primary Curriculum Framework (2023) and Primary Wellbeing Specification
- Integration of the Junior Cycle Physical Education Specification (2023) for senior pupils
- Stronger emphasis on wellbeing as a whole-school priority
- Increased focus on physical literacy and Fundamental Movement Skills
- Greater use of pupil reflection and assessment for learning
- Strengthened inclusive practices to support all learners
- Continued and enhanced participation in ISSSC activities and competitions
- Ongoing implementation of the QQI Health and Fitness programme for senior pupils
- Greater alignment with the Looking at Our School (LAOS) framework to support teaching, learning and leadership
- Engagement with the Department of Education and Youth (DEY) Active Schools' Flag Initiative.

This review demonstrates the school's commitment to continuous improvement and responsiveness to pupils' needs.

Rationale

Physical Education is central to the development of the whole child. Through participation in a broad range of physical activities, pupils develop physical competence, confidence and motivation to engage in lifelong physical activity.

This plan ensures that:

- All pupils access a broad and balanced P.E. programme
- Teaching is inclusive, differentiated and pupil-centred
- Physical activity contributes meaningfully to wellbeing

Vision Statement

St. Michael's School is committed to providing a high-quality, inclusive and engaging Physical Education and Wellbeing programme. We aim to enable all pupils to experience enjoyment, success and progression in physical activity while developing the knowledge, skills and attitudes necessary for lifelong wellbeing.

Aims

The school aims to:

- Promote pupils' physical, social, emotional and cognitive development
- Develop confidence, self-esteem and resilience
- Foster teamwork, cooperation and respect

- Support the development of physical literacy
- Encourage lifelong participation in physical activity
- Promote positive, healthy attitudes towards participation in physical activity
- Enable pupils to acquire basic swimming and water safety skills while they are enrolled in St. Michael's School.
- Teach pupils to appreciate what is good and safe practice with regard to the safety of themselves and others in relation to the swimming pool.

Broad Objectives

With due consideration of the intrinsic abilities and varying circumstances, the P.E. and Wellbeing curriculum should enable the child to:

Social and personal development

- experience enjoyment and achievement through movement
- interact and co-operate sensitively with others, regardless of cultural or social background or special needs
- develop qualities of self-esteem, self-awareness, confidence, initiative and leadership through movement
- develop an understanding of fair play and team spirit through participation and competition
- develop positive attitudes towards participation in movement activities
- experience adventure and challenge

Physical and motor development

- develop strength, speed, endurance and flexibility through engaging in a wide variety of activities
- develop agility, alertness, control, balance and co-ordination through movement
- develop personal competence in the athletic skills of running, jumping and throwing
- perform dances with confidence and competence, including simple folk and Irish dances
- develop personal competence in a range of gymnastic movements
- develop personal competence in the game's skills of sending, receiving and travelling using a variety of equipment, and to apply these skills in games situations
- apply the skills needed to live and move with confidence in the environment
- build water confidence near, in, on and under water
- develop personal competence in a variety of strokes and water agility

Knowledge and understanding

- develop an understanding and general knowledge of movement activities and derive benefit as a participant and as a spectator
- develop an understanding of travel and weight-bearing as the basis of efficient body management and control, both on the floor and using apparatus

- experience and develop an understanding of the use of space, speed, effort, direction and level in the performance of actions
- develop an understanding of the appropriate basic rules, tactics and strategies of movement activities
- observe, discuss, analyse, interpret and enjoy the performance of movement
- gather, record and interpret information on achievement in movement activities
- be inventive, make decisions, solve problems and develop autonomy through movement activities
- participate in and develop some knowledge, understanding and appreciation of cultural activities through movement
- develop an appreciation of and respect for the environment through participation in activities outdoors

Creative and aesthetic development

- use the body as a means of expression and communication, using a range and variety of stimuli
- create and perform simple dances
- create and play simple games
- develop artistic and aesthetic understanding within and through movement

Development of health-related fitness and wellbeing/ self-care

- maintain and enhance health-related fitness through vigorous physical activity that helps to promote a healthy lifestyle
- understand and practice good hygiene and posture
- appreciate the benefits of relaxation and cope with challenges

Development of safety

- Adopt safe practices in all physical activities.

Relevance of Physical Education and Wellbeing within Current Curriculum Developments

Physical Education plays a significant role in supporting pupil wellbeing across all stages of learning and is closely aligned with the Primary Curriculum Framework (2023), the Junior Cycle Framework, Level 2 Learning Programmes, the Level 3 Physical Education Short Course and the ongoing redevelopment of Senior Cycle pathways.

Within the **Primary Curriculum Framework (2023)**, wellbeing is recognised as a key component of pupils' learning and development. Physical Education contributes directly to the development of physical, social, emotional and cognitive wellbeing by:

- Developing confidence, competence and motivation to be physically active.
- Promoting positive relationships, communication and teamwork.
- Supporting self-awareness, resilience and emotional regulation.

- Encouraging lifelong participation in physical activity and healthy lifestyles.
- Providing meaningful opportunities for pupil voice, choice and agency.
- Participate in a range of physical activities with confidence
- Work collaboratively and demonstrate fair play
- Reflect on their participation and enjoyment
- Understand the importance of physical activity for wellbeing

Primary Wellbeing Specification-Physical Education is a central contributor to the school's Wellbeing programme and supports the development of pupils across all six wellbeing indicators:

- **Active** – pupils participate regularly in physical activity and develop positive movement habits
- **Responsible** – pupils make safe choices, follow rules and take responsibility for their actions
- **Connected** – pupils build positive relationships through teamwork and cooperation
- **Resilient** – pupils learn to cope with challenges, setbacks and competition
- **Respected** – pupils show respect for themselves, others and differences in ability
- **Aware** – pupils develop awareness of their physical, emotional and sensory needs

Wellbeing Indicators in Practice

P.E. contributes to whole-school wellbeing through the following:

Indicator	In Practice in P.E.
Active	Regular participation in structured and unstructured activity
Responsible	Following rules, using equipment safely
Connected	Teamwork, group activities, peer support
Resilient	Coping with winning/losing, trying again
Respected	Inclusion, fairness, valuing all abilities
Aware	Understanding body signals, fitness, emotions

Through P.E., pupils are enabled to:

- Experience enjoyment and a sense of achievement
- Develop self-confidence and positive self-image
- Regulate emotions through movement and activity
- Build social and communication skills
- Develop awareness of health, fitness and wellbeing

In our special school context, wellbeing is further supported through:

- Predictable routines and structured lessons.
- Sensory-aware activities and environments.

- Explicit teaching of social and emotional skills.
- Increased opportunities for success and positive reinforcement.
- Development of communication, independence and self-advocacy skills.

At **Junior Cycle**, wellbeing is a core area of learning. Schools are required to provide a minimum of 400 hours of Wellbeing over the three years of Junior Cycle. Physical Education is a compulsory and central contributor to this Wellbeing programme and supports pupils in developing the wellbeing indicators of being Active, Responsible, Connected, Resilient, Respected and Aware.

At Junior Cycle level, (aligned with Junior Cycle PE Specification 2023) pupils are supported to:

- Set personal goals related to health and fitness
- Reflect on their wellbeing, participation, achievements and progress
- Develop autonomy, self-management and decision-making skills
- Build positive relationships and teamwork skills.
- Participate in inclusive physical activities that promote confidence, belonging and success.

Pupils should be enabled to:

- Demonstrate proficiency in a range of physical activities
- Apply tactics and strategies in games and activities
- Monitor and reflect on personal performance
- Understand components of fitness and health
- Take responsibility for active and healthy lifestyles

Many pupils in St. Michael's School also participate in the Level 3 Junior Cycle Physical Education Short Course, which further develops knowledge, understanding and practical skills related to physical activity, health, fitness, personal goal setting and lifelong participation in physical activity.

At Senior Cycle, pupils may engage in Physical Education through a range of learning pathways, including school-developed programmes, community participation activities and QQI Level 3 Health and Fitness modules where appropriate. These programmes support pupils in developing:

- Knowledge and understanding of healthy lifestyles.
- Personal fitness and physical activity skills.
- Self-management and independence.
- Goal setting and self-evaluation.
- Preparation for adult life, employment and community participation.

The ongoing redevelopment of Senior Cycle Level 1 & 2 Statement Programmes (core modules and electives) places increased emphasis on learner agency, key competencies, personal pathways and preparation for adult life. Physical Education and physical activity contribute significantly to these aims by supporting:

- Personal wellbeing and healthy living.

- Independent living skills.
- Community participation and social inclusion.
- Self-determination and goal setting.
- Active citizenship and lifelong engagement in physical activity.

For pupils participating in Level 2 Learning Programmes, Level 3 Short Courses, QQI programmes and other transition-to-adulthood pathways, Physical Education provides authentic opportunities to develop confidence, personal achievement, communication, teamwork, resilience and healthy lifestyle habits that support successful participation in school, home, work and community life.

Key Messages

- Physical Education is for all pupils
- Maximum participation is prioritised
- Enjoyment and engagement are central
- A balance of competitive and non-competitive activities is maintained
- Equal opportunities are provided for all pupils

Curriculum Planning

Physical Literacy

The development of physical literacy underpins all teaching and learning in P.E. This is achieved through the structured development of Fundamental Movement Skills (FMS):

- Locomotor skills (e.g. running, jumping)
- Stability skills (e.g. balancing, landing)
- Manipulative skills (e.g. throwing, catching, kicking)

These skills are developed progressively across all class levels. The Guidance document on planning is used to support teachers- [EN Preparation for Learning Teaching and Assessment 2026.pdf](#)

Curriculum Strands

The P.E. programme incorporates the following strands:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and Adventure Activities
- Aquatics

A minimum of five strands are taught annually, subject to facilities. At Junior and Senior Cycle level, pupils build on these experiences through skill refinement, application of tactics and strategies, and reflective practice.

Aquatics- Swimming Lessons/ Procedures

- Parental consent required prior to participation
- Pupils supervised at all times by staff and instructors
- Clear procedures for transport, changing and poolside behaviour
- Adherence to all pool safety regulations
- Medical information shared with relevant personnel

Procedure for attendance at swimming lessons

- Pupils attending swimming lessons should wear the school tracksuit.
- Swimming togs may be worn under the tracksuit coming to school.
- Each pupil must have a suitable bag to carry his/her swimming gear.
- A bag for wet items is advised.
- Each pupil must have their own togs, swim cap, large towel and hairbrush.
- Pupils who wish to use shampoo and shower gel may do so and must have their own supply and be capable of using these products themselves.
- Personal items should be clearly marked with pupil's name.

Travel and Supervision Arrangements

Pupils attending swimming lessons will be supervised by school staff throughout transport, arrival, participation in lessons, changing arrangements and return to school. Appropriate attendance and head counts will be conducted at key stages of the outing to ensure pupil safety. Details of all swimming outings will be recorded in accordance with school procedures.

School staff will support pupils to participate safely and as independently as possible, while promoting positive behaviour and adherence to school expectations. Appropriate supervision arrangements will be maintained at all times, including in changing areas and when pupils require additional support. No member of staff will supervise pupils alone in a changing area. A minimum of two staff members will be present, and where staffing resources allow, supervision arrangements will take account of pupil privacy, dignity and gender considerations.

Transport to and from the swimming venue will be arranged by the school, and pupils will remain under the supervision of school staff throughout the journey and activity.

Swimming lessons-Health and Safety

Pupils are expected to behave safely and responsibly at all times during swimming lessons and while attending the swimming venue. All instructions given by swimming instructors and school staff must be followed. Any behaviour that compromises the safety of the pupil or others may result in withdrawal from swimming activities, in line with the school's Code of Behaviour and Health and Safety procedures.

Parental/guardian consent must be provided before a pupil participates in swimming activities. Parents/guardians are responsible for informing the school of any medical, health or safety considerations that may affect their child's participation in swimming lessons. Where concerns arise regarding a pupil's suitability to participate, the school

may request appropriate medical or professional guidance before participation takes place. Relevant information will be shared with swimming instructors and staff on a need-to-know basis to support the pupil's safety and wellbeing.

Pupils should not bring aerosols, sprays or similar products to the swimming venue. All pupils, staff and accompanying adults are expected to comply with the health, safety and operational requirements of the swimming facility at all times.

Organisational Planning (LAOS: Leadership & Management)

School leadership supports the effective implementation of this plan.

Leading Teaching and Learning

- A whole-school approach to P.E. and wellbeing is promoted
- Teachers are supported through collaboration and professional development
- Good practice is shared among staff

Managing the Organisation

- Timetabling ensures regular access to P.E.
- Resources and equipment are effectively managed
- Health and safety procedures are clearly established

Leading School Development

- The school engages in initiatives such as Active School Flag
- Continuous review and improvement of the P.E. programme is prioritised

Developing Leadership Capacity

- The P.E. post-holder supports planning and coordination
- Staff are encouraged to take leadership roles in initiatives

Timetable

- A minimum of one hour per week is allocated to P.E.
- Additional opportunities are provided through initiatives and events
- Time allocations for short courses and modules are adhered to.

Assessment and Record-Keeping

Assessment in Physical Education supports and enhances pupils' learning, participation and wellbeing. It provides valuable information about pupils' knowledge, skills, understanding, engagement and progress, and informs future teaching and learning.

A range of assessment approaches may be used, including:

- Teacher observation
- Assessment for Learning (AfL) strategies
- Teacher-designed tasks and activities
- Skills and participation checklists
- Pupil self-reflection and goal setting
- Curriculum-based learning records and profiles
- Photographic, video and digital evidence, where appropriate and in accordance with

school policies and GDPR requirements

- Collection of evidence for Junior Cycle, Senior Cycle Level 2 Learning Programmes, Level 3 Short Courses and QQI certification programmes

- Assessment information is used to identify strengths, support individual learning needs, monitor progress and celebrate achievement. Evidence gathered may contribute to classroom-based assessments (CBAs), Level 2 Learning Programme portfolios, Level 3 Physical Education Short Course assessment requirements, QQI Level 3 Health and Fitness modules and other accredited programmes undertaken by pupils.
- Records are maintained in accordance with school procedures and contribute to pupil support planning, annual reporting and communication with parents/guardians through parent-teacher meetings and end-of-year reports. Assessment information may also be recorded through individual pupil profiles, student support files, e-portfolios, learning journals and other school-approved recording systems, where appropriate.

Organisation and Team Teaching

Physical Education is delivered through a combination of class-based teaching, team teaching and specialist support, subject to available staffing resources. Where possible, the specialist Physical Education teacher works collaboratively with class teachers and support staff to provide high-quality, inclusive learning experiences. This approach facilitates differentiation, small-group and station teaching, increased pupil participation, and activities that are tailored to pupils' varying ages, abilities and developmental needs.

Pupils may participate in additional physical activity, games and sports programmes appropriate to their age, interests and abilities. Staff members with particular skills, qualifications or interests in areas such as swimming, dance, movement, athletics or team sports may support the implementation of aspects of the Physical Education programme, where appropriate. This collaborative approach promotes inclusion, maximises pupil engagement and supports the development of physical, social and emotional wellbeing.

Facilities and Equipment

- School facilities include gym, yard and outdoor spaces
- Equipment is maintained and regularly reviewed and replenished

The school maintains an inventory of Physical Education equipment and resources (Appendices 1 & 2). Equipment is stored in designated storage areas and is available to support the delivery of the Physical Education programme, extracurricular activities and active play opportunities.

All staff are responsible for ensuring that equipment is used safely, returned to the appropriate storage area after use and maintained in good condition. Any damaged, faulty or missing equipment should be reported in accordance with school procedures.

Equipment and resources will be reviewed and replenished as required, subject to identified needs and available resources.

Separate equipment may be maintained for recreational, lunchtime and extracurricular activities to support pupil participation and engagement in physical activity throughout the school day.

In addition to physical resources, a range of digital resources may be used to enhance teaching and learning in Physical Education. These may include online programmes, videos, instructional materials and other appropriate resources that support pupil engagement, skill development, wellbeing and active participation (Appendix 3).

Programmes and Initiatives

- Active School Flag
- Active School Week, includes Sports Day
- Wellbeing Week
- QQI Health and Fitness Programme (senior classes)

Active Schools' Flag Initiative

The Active Schools' Flag (ASF) is awarded to schools that strive to achieve a physical educated and physically active school community. The Active Schools' Flag process includes self-evaluation in 3 different areas:

1. Physical Education
2. Physical Activity
3. Partnerships.

An Active Schools' Week must also be organised and included in the school's annual calendar. ASF is a Department of Education and Youth initiative supported by Healthy Ireland.

Our Active School Committee is made up of a number of Post-primary aged pupils. They promote PE and Physical Activities through the school in different ways. They are also involved in our Active School Flag application. We achieved our third active flag in June 2025.

Sports Day-

The school organises an annual Sports Day as part of its Physical Education and Wellbeing programme, usually during Active Schools/ Wellbeing week. The event is planned collaboratively by the Physical Education team and school staff and provides all pupils with opportunities to participate in a wide range of physical, recreational and sporting activities.

Sports Day aims to promote participation, enjoyment, achievement, teamwork, physical activity and school community spirit. Activities are designed to be inclusive and accessible, enabling all pupils to experience success and engagement at their own

level. Events may include athletic, recreational, cooperative, fun and novelty activities, together with age- and ability-appropriate challenges.

Parents/guardians may be invited to attend and support the event in accordance with school procedures. Photography and recording of pupils must comply with the school's Data Protection, Child Safeguarding and Photography policies.

All staff contribute to the successful organisation and supervision of Sports Day, with roles and responsibilities assigned as appropriate. Class teachers, specialist teachers and support staff are encouraged to support pupils in preparing for Sports Day through participation in physical activities and skill development throughout the school year.

The achievements and participation of all pupils are recognised and celebrated. Certificates, medals or other forms of acknowledgement may be awarded to mark effort, participation, personal achievement and sporting success.

QQI Health and Fitness (Senior Classes)

Senior pupils may participate in a Level 3 QQI Health and Fitness programme designed to support knowledge, skills and competencies for a healthy lifestyle. Key areas include:

- Healthy eating, physical activity and stress management
- Understanding fitness components and safety principles (warm-up, cool-down, stretching)
- Awareness of lifestyle factors (e.g. smoking, substance misuse)
- Planning and reflecting on personal lifestyle practices
- Teamwork and communication in physical activity contexts

Special School Context – Additional Supports

In recognition of the needs of pupils in our special school setting:

- Activities are highly structured and predictable
- Visual supports and clear instructions are used
- Additional adult support is provided where required
- Emphasis is placed on participation, success and enjoyment
- Sensory and behavioural needs are considered in all planning

Irish Special Schools Sports Council (ISSSC) Involvement

St. Michael's School is an active member of the ISSSC. The school participates in a range of regional and national events, which may include:

- Soccer leagues, cups and blitzes
- Basketball blitzes
- Athletics and cross-country events
- Swimming galas
- Orienteering and outdoor activities

Participation is inclusive and emphasises enjoyment, skill development and teamwork. Preparation for events is integrated within P.E. lessons where appropriate. The school attends and organises events on behalf of the ISSSC throughout the academic year. The ISSSC is a voluntary organisation which provides sporting and cultural activities in schools, designated by the Department of Education and Youth, for pupils with mild general learning disabilities.

Community Links and Partnerships

- Participation in ISSSC events
- Use of local facilities
- Engagement with external coaches where appropriate
- Sporting workshops and programmes of events organised for pupils

Equine Therapy

- St. Michael's School has commenced an Equine Therapy Programme as part of our school's wellbeing focus. Pupils will attend in blocks of 6 weeks.

Health and safety

Health and safety is prioritised in all P.E. activities.

- All lessons are supervised
- Equipment is used safely and appropriately
- Risk assessments are conducted for activities and outings
- School policies on Health & Safety and Child Protection are followed

Health & Safety-Aquatics

- Qualified instructors are used
- Clear supervision procedures are in place
- Parental consent is obtained
- Safety guidelines are strictly adhered to

Health and Safety – Risk Management

The following procedures are in place to ensure safe participation:

- Pre-lesson equipment checks
- Clear safety instructions provided to pupils
- Appropriate footwear and clothing required
- Safe storage and maintenance of equipment
- Immediate recording and reporting of accidents

For off-site activities:

- Risk assessments completed in advance
- Adequate supervision ratios maintained
- Emergency contact information carried

Extra-Curricular Activities

The school provides opportunities for pupils to participate in:

- Inter-school competitions

- Sporting events and blitzes
- Annual Sports Day
- Participation in extracurricular activities

Emphasis is placed on participation, enjoyment and inclusion.

Success Criteria

The effectiveness of this plan will be evaluated using LAOS quality indicators.

Teaching and Learning

- Pupils are active, engaged and motivated
- Skills are developed progressively
- Inclusive practices are evident in all lessons

Leadership and Management

- A consistent approach to P.E. is evident across the school
- Resources are effectively utilised
- Staff collaborate and reflect on practice

Learner Outcomes

- Pupils demonstrate improved physical literacy
- Pupils show increased confidence and participation
- Positive wellbeing outcomes are evident

The effectiveness of this plan will be measured by:

- Pupil engagement and participation
- Development of physical literacy
- Evidence of inclusive practice
- Teacher implementation of the programme
- Positive wellbeing outcomes

Implementation

All teaching staff share responsibility for implementation, supported by the P.E. post-holder and specialist teachers.

Review

This plan will be reviewed regularly through:

- Staff consultation
- Evaluation of practice
- Feedback from stakeholders

Ratification

This policy was ratified by the Board of Management on 24th June 2026

Signed: _

Niamh Murray

Chairperson, Board of Management

Date: 24th June 2026

Appendices

Appendix 1: Inventory of P.E. Equipment- Current review underway and will be added shortly

Main P.E. Store

- Blue Bibs – x30; Red Bibs – x7; Orange Bibs – x7; Green – x17; Yellow - x10
- Rugby Balls x2
- Footballs x7
- Volleyballs x2
- Basketballs x11
- Gaelic footballs x8
- Hockey Sticks x39
- Sponge Javelins x8
- Badminton Racquets x15
- Bag of tennis Racquets x32
- Training hurdles x5
- Outdoor Hurdles x2
- Box of small bean bags x16
- Skipping ropes x30
- Stepping aids x6
- Giant Dice x1
- Sponge balls x11
- Relay batons x13
- Bean bags x11
- Basket of pom-poms
- Large hula hoops x16; Small hoops x27
- Ankle twisters x14
- Small hurdles x10
- Agility ladders x3
- Creepy crawly tunnels x2
- Large volleyball net x1
- Blue box of stepping aids
- Rubber floor spots x20
- Giant feet 2 sets of 2
- Sack race bag x10
- Cricket helmet x1
- Bubble maker x1
- Large orange cones x6; 2 sets of mixed small cones x98
- Skittles x24
- Small coloured cones x21
- Small handballs x11
- Box of spare football boots (mixed sizes)

Sports Gear Press

1 Large sports bag containing a full football kit:

- 17 Jerseys (Black and Orange)
- 17 Shorts (Black)
- 17 pairs of socks (Black)

1 Large sports bag containing a full football kit:

- 17 Jerseys (Orange)
- 17 Shorts (Black)
- 17 pairs of socks (Black)

1 Large sports bag containing full basketball kit:

- 20 Jerseys (Navy and White)
- 20 Shorts (Navy)
- 20 socks (White)

Large Press – Located outside P.E Stores

- 15 Wooden spoons; 17 wooden eggs
- 2 hand pumps; 1 electric ball pump
- Box of 18 bean bags
- Hand Velcro tennis set
- 3-legged race ties – x10
- Ankle ball game x3
- Foam Frisbees x2; Plastic Frisbees x2
- Box of shuttle cocks
- Skipping ropes x16
- 8 boxes of small handballs; Handball gloves x7
- Large measuring tape

Small Press – Located outside P.E Stores

- 8 Sacks - sack race
- Large volleyball net
- 1 Large & 1 small parachute

The school maintains an inventory of P.E. equipment including:

- Balls, cones, bibs and markers
- Gymnastics mats and benches
- Athletics equipment
-

Equipment is:

- Checked regularly
- Stored securely
- Replenished as required

Appendix 2: Physical Education, Wellbeing and Physical Activity Resources

The Physical Education programme is supported by a range of curriculum, wellbeing, inclusion, sporting and digital resources. Resources are reviewed regularly and updated in line with Department of Education, Oide, NCCA, Active Schools and national governing body guidance.

Current resources may include:

Curriculum and Professional Guidance

- Oide Physical Education resources and professional learning materials
- Oide Move Well, Move Often resource materials
- Oide Inclusion and Special Educational Needs guidance
- Primary Curriculum Framework (2023)
- NCCA Physical Education curriculum and assessment resources
- Junior Cycle Physical Education and Wellbeing resources
- Level 2 Learning Programmes (L2LPs)
- Level 3 Junior Cycle Physical Education Short Course resources
- QQI Level 3 Health and Fitness programme materials
- Educot Resources

Water Safety and Aquatics

- Water Safety Ireland educational resources
- Swimming Ireland resources and programmes
- Aquatics and water confidence resources
- School swimming programme materials
- Water safety awareness programmes

Inclusive Physical Education and Wellbeing

- Adapted Physical Activity resources
- Special Olympics Ireland resources

Physical Activity and Sports Resources

- Active Schools resources and initiatives
- Physical Literacy resources
- Athletics Ireland resources
- FAI Schools Programme resources
- Basketball Ireland resources
- GAA coaching and participation resources
- Volleyball Ireland resources
- Table Tennis Ireland resources
- Boccia and New Age Kurling resources
- Dance, movement and fitness programmes
- Fundamental Movement Skills resources
- Student self-assessment and goal-setting tools
- Physical activity and wellbeing tracking resources

School and Community Partnerships

- Active Schools Flag initiatives
- Local sports partnerships

- Community Games resources
- Sports Inclusion Disability Charter resources
- School-based sports and wellbeing initiatives
- Community participation and transition-to-adulthood programmes
 - Action for Life-Health Related Exercise Programme
 - Primary Schools Sports Initiative (PSSI)
 - Student Profile System Handbook- by the Junior Certificate School Programme- Physical Education
 - Folsens P.E. In Action-
 - School Enrichment Programme- Special Olympics

Additional resources may be introduced throughout the school year in response to pupil interests, curriculum developments, staff expertise and emerging best practice.

Appendix 3: Useful Websites and Digital Resources

The following websites and online resources may support the planning, delivery and assessment of Physical Education, Wellbeing and Physical Activity programmes:

Curriculum and Educational Resources

- Oide – Professional learning and curriculum support resources for teachers
- NCCA – Curriculum, assessment, Junior Cycle and Senior Cycle resources
- Department of Education – Circulars, curriculum developments and policy guidance
- Scoilnet – Teaching, learning and curriculum resources
- NCSE – Special educational needs and inclusive education resources
- Education Centre Network – Professional development opportunities and resources

Physical Education and Physical Activity

- Active School Flag
- Irish Primary Physical Education Association (IPPEA)
- Sport Ireland Coaching; Sports Ireland
- Athletics Ireland
- FAI Schools Programme
- Basketball Ireland
- GAA Learning Portal
- Volleyball Ireland
- Table Tennis Ireland
- Swim Ireland; • Water Safety Ireland
- Special Olympics Ireland
- Community Games Ireland

Wellbeing and Inclusion

- Oide Wellbeing
- National Educational Psychological Service (NEPS)
- HSE Health Promotion and Wellbeing Resources
- Relate Programme Resources
- AsIAm Educational Resources
- Autism Good Practice Guidance Resources

Digital Teaching and Learning Resources

- Seesaw
- Google Classroom & Google Workspace for Education
- Interactive fitness and movement applications
- Video modelling and skill development resources
- Digital assessment and e-portfolio platforms
- Online physical activity and movement programmes approved by the school

The school will continue to review and utilise high-quality digital and online resources that support inclusive participation, physical literacy, wellbeing, skill development and lifelong engagement in physical activity.