



# Muslim National School

Seek knowledge from the cradle to the grave

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## Physical Education Policy

### Introductory Statement

The Physical Education plan for the Muslim National School was reviewed by a team of staff members in consultation with all staff, of the Muslim National School in the first term of the school year 2021/2022. In December 2021 the under-review policy was shared with all school stakeholders for a two-month consultation. Opinions, thoughts and insights were welcomed by either verbal or written communication. This has informed this current policy.

### Rationale

The purpose of this Physical education policy 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

### **Strands and Strand Units:**

<b>Table of Contents P.E. Junior and Senior Infants</b>		
<b>Month</b>	<b>Strands</b>	<b>Strand Units</b>
September	Games (2 weeks)	Creating and playing games
	Outdoor and adventure (2 weeks)	Walking
		Understanding and appreciation
		Outdoor Challenges
October	Outdoor and Adventure (2 weeks)	Outdoor challenges
		Understanding and appreciation
	Athletics (2 weeks)	Running
		Understanding and appreciation
November	Athletics (4 weeks)	Jumping
		Understanding and appreciation
		Throwing
December	Gymnastics (3 weeks)	Movement
		Understanding and appreciation
January	Gymnastics (3 weeks)	Movement
		Understanding and appreciation
	Gymnastics	Exploration, creation and performance of movement

February		Exploration, creation and performance of movement
		Understanding and appreciation
March	Games (2 weeks)	Sending, receiving and travelling
		Understanding and appreciation
April	Games (2 weeks)	Creating and playing games
May	Aquatics	Hygiene
		Water safety
	Classroom based lessons on hygiene and water safety	Understanding and appreciation of aquatics
June	Athletics & Games (1 week)	All strand units
	Outdoor and adventure (2 weeks)	Orienteering

#### Table of Contents 1<sup>st</sup> and 2<sup>nd</sup> Class

Month	Strands	Strand Units
September	Games (2 weeks)	Creating and playing games
	Outdoor and adventure (2 weeks)	Walking
		Understanding and appreciation
	Outdoor Challenges	
October	Outdoor and Adventure (2 weeks)	Outdoor challenges
		Understanding and appreciation
	Athletics (2 weeks)	Running
		Understanding and appreciation
November	Athletics (4 weeks)	Jumping
		Understanding and appreciation
		Throwing
December	Gymnastics (3 weeks)	Movement
		Understanding and appreciation
January	Gymnastics (3 weeks)	Movement
		Understanding and appreciation
	Gymnastics (3 weeks)	Exploration, creation and performance of movement
February		Exploration, creation and performance of movement
		Understanding and appreciation

	Games (2 weeks)	Sending, receiving and travelling Understanding and appreciation
April	Games	Creating and playing games
May	Aquatics Classroom based lessons on hygiene and water safety	Hygiene
		Water safety
		Understanding and appreciation of aquatics
June	Athletics & Games (1 week)	All strand units
	Outdoor and adventure (2 weeks)	Orienteering

**Table of Contents For third and Fourth Class**

Month	Strands	Strand Units
September 4 weeks	Games (2 weeks)	Creating and playing games
		Understanding and appreciation of games
	Outdoor and adventure (2 weeks)	Walking
		Understanding and appreciation
October 3 weeks	Outdoor and Adventure (2 weeks)	Outdoor challenges
		Understanding and appreciation
	Athletics (1 week)	Running
November 4 weeks	Athletics (4 weeks)	Understanding and appreciation
		Jumping
		Throwing
December 3 weeks	Gymnastics (3weeks)	Movement
		Understanding and appreciation
January 4 weeks	Gymnastics (4 weeks)	Movement
		Understanding and appreciation
	Movement (1 week)	Exploration, creation and performance of dance
February 3 weeks	Movement (3 weeks)	*Teacher must adapt activities to follow cultural ethos of school.
		Exploration, creation and performance of dance
		Understanding and appreciation

		*Teacher must adapt activities to follow cultural ethos of school.
March	Games (4 weeks)	Sending, receiving and travelling Understanding and appreciation
April	Games (4 weeks)	Creating and playing games
May 4 weeks	Aquatics (4weeks)  By discussion following cultural ethos of school	Hygiene
		Water safety
		Entry to and exit from the water
		Understanding and appreciation of aquatics
June 4 weeks	Athletics & Games (1 week)	All strand units
	Outdoor and adventure (3weeks)	Orienteering Understanding and appreciation

<b>Table of Contents P.E. 5<sup>th</sup> and 6<sup>th</sup> Class</b>		
<b>Month</b>	<b>Strands</b>	<b>Strand Units</b>
September 4 weeks	Games (2 weeks)	Sending, receiving and travelling
		Understanding and appreciation of games
	Outdoor and adventure (2 weeks)	Orienteering
		Understanding and appreciation
October 3 weeks	Outdoor and Adventure (2 weeks)	Outdoor challenges
		Understanding and appreciation
	Athletics (1 week)	Running
		Understanding and appreciation
November 4 weeks	Athletics (4 weeks)	Jumping
		Understanding and appreciation
		Throwing
December 3 weeks	Gymnastics (3weeks)	Movement
		Understanding and appreciation

January 4 weeks	Gymnastics (3 weeks)	Movement Understanding and appreciation
	Dance/MOVEMENT (1 week) **TEACHER ENSURE ETHOS FOLLOWED **	Exploration, creation and performance of MOVEMENT
February 3 weeks	Dance/MOVEMENT (3 weeks) **TEACHER ENSURE ETHOS FOLLOWED **	Exploration, creation and performance of MOVEMENT
		Understanding and appreciation
March & April 6 weeks (When content is covered will depend on when Spring Break falls)	Dance /MOVEMENT (2 weeks) **TEACHER ENSURE ETHOS FOLLOWED CHECK THIS **	Exploration, creation and performance of dance
	Games (2 weeks)	Sending, receiving and travelling
		Understanding and appreciation
	Games (2 weeks)	Creating and playing games
Understanding and appreciation		
May 4 weeks	Aquatics 3 weeks	Water Hygiene (1 week)
		Water safety (1 week)
		Understanding and appreciation of aquatics (1 week)
		All strand units 1 week ( last week in May)
June 4 weeks	Outdoor and adventure (School Tour to adventure centre)	All strand units (1 week)
		Outdoor challenges
		Walking, cycling and camping activities
		Understanding and appreciation

## **Physical Education Resources- Facilities and Equipment**

The following facilities are available to the children and staff for Physical Education.

1. School Hall-suitable for gymnastics, movement and games
2. School Yard-suitable for ball games, athletics and small sides games
3. Multi-Purpose Hall (when available)-suitable for gymnastics and games for senior classes.

Our school has a well-resourced Physical Education store containing the necessary equipment for the implantation of most strands. Equipment is checked regularly and stock replenished as often as budget allows. Teachers keep literature, DVDs, CDs, tapes, books and lesson ideas in their own individual classrooms. The Post Holder has responsibility for all PE equipment and any queries regarding this should be forwarded to same.

## **Approaches and Methodologies**

We will use a combination of the following approaches:

- Direct teaching approach
- Guided discovery approach
- Integration

We will use methods that encourage maximum participation by the child through group work; individual, pair, group and team play. Station teaching; using a play area divided into grids.

## **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, ceistanna 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 school's 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.

## Extra-Curricular Activities

- Opportunities are provided for children to participate in extra-curricular activities after school. These include soccer, handball and cricket.
- 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 designated classrooms and the secretary's office.

## **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.

### **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' and other opportunities throughout the year 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 such as UCD 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.

**Ratification and Communication**

This policy is on the Aladdin and also made available through the school's Google Drive account. Parents may view the policy on Aladdin.



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This Policy was approved by the Board of Management at its meeting on 30<sup>th</sup> January, 2025

Signed: 221 Tawashi

Date: 30/01/2025

Chairperson of the Board of Management

Signed: John O'Donnell

Date: 30/01/2025

School Principal