



SHOBNALL PRIMARY & NURSERY SCHOOL

APPROACH TO THE TEACHING OF PHYSICAL EDUCATION



"Physical Education makes every child stronger and every life longer."

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INTRODUCTION

This document outlines the teaching, organisation and management of physical education (PE) taught and learnt at Shobnall Primary & Nursery School.

This document has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PE subject leader.

The main purposes of this document are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school.

VISION

“At Shobnall Primary & Nursery School, we want all of pupils to develop their practical skills in order to participate, compete and lead a healthy lifestyle. Our vision is to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We aim to provide opportunities for our pupils to become physically confident in a way, which supports their health and fitness, opportunities to compete in sport and other activities as well as embed values such as leadership, fairness, teamwork and respect.”

PRINCIPLES

FITNESS	We want to equip our pupils with the willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance and physical fitness.
FUN	We ensure our children have a keen interest in PE through a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport. Pupils have the ability to take the initiative and become excellent young leaders, instilling excellent sporting attitudes in others.
FUTURE	We aim to instil our pupils with the knowledge of how to lead a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly. They should have the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being. They will be able to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

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Physical activity has numerous benefits for children’s physical health, as well as their mental wellbeing. Children who are physically active are happier, more resilient and more trusting of their peers. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government’s ambitions for a world class physical education system. Physical literacy and high quality PE lessons that engage

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boys and girls should be a fundamental part of every child's school experience. Ensuring that our pupils have access to sufficient daily activity can have wider benefits for pupils, improving behaviour as well as enhancing academic achievement. Sport has also been identified by the Department for Education as one of the five foundations for building character, helping young people develop resilience, determination and self-belief, and instilling values and virtues such as friendship and fair play. It can help children connect with their peers, tackling loneliness and social isolation and building stronger communities.

The development in physical activity are underpinned by the three pillars of progression: motor competences; rules, strategies and tactics and healthy participation. This allows pupils to build up both a declarative and procedural knowledge about physical activity.

The school sport and activity action plan sets out the government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day. It recommends 30 minutes of this is delivered during the school day. Schools must use the funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport they provide. School's should use the PE and sport premium to secure improvements in the following 5 key indicators.

- Engagement of all pupils in regular physical activity.
- The profile of PE and sport is raised across the school as a tool for whole-school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Broader experience of a range of sports and physical activities offered to all pupils.
- Increased participation in competitive sport.

Schools play an important role in children's lives, and it is important that they are supported to provide high quality PE lessons that engage children as well as opportunities for them to be active throughout the school day. We must ensure that teachers have the knowledge and skills they need to teach PE effectively. Ofsted's new Inspection Framework, which came into effect in September 2019, has given greater recognition to schools' work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle.

Competition is a key element of sport, and is central to many sports and activities. Although competitive sport is not for everyone, it can help young people forge friendships and learn how to work as a team, and develop important skills like leadership, self-discipline and resilience. Research shows that competition should not be the sole or main focus for younger children, as they respond better to fun and collaborative approaches. But age appropriate competition is a valuable part of the school offer, and every child should have the opportunity to try out and participate in competitive sports.

However, schools should not look to PE lessons alone to provide physical activity for pupils, but should explore options like lunchtime sports clubs, innovative activities such as active miles, and building in activity to classroom lessons. The journey to school also provides an opportunity to increase physical activity through cycling and walking. By making sport and exercise an integral part of pupils' daily routines, schools can increase the amount of time children spend being active, boosting their physical health, mental wellbeing, character and resilience. Schools are encouraged to try out a range of options to see what works for their pupils.

Stability, locomotion and object control are the three foundations of fundamental movement knowledge. That our pupils' need to become automatic so that they can move without having

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to think about it, much the same as decoding while reading needs to be automatic before fluency and comprehension is possible. Without mastery of fundamental movement knowledge, children will have little working memory to think about strategy and tactics, key components of physical education. Fundamental movement begins as generic knowledge then develops into sport-specific knowledge.

Providing an extensive range of movement opportunities to babies enables them to develop the strength and stability to sit up and crawl and then to walk. This then provides a strong base on which to build other forms of locomotion, such as skipping, running and jumping. Once babies have mastered stability, they free up their hands to investigate objects, firstly swiping at them and eventually approaching them with accuracy and control. Object control then allows children to throw, catch, kick, carry an object and hold a pencil. Stability, locomotion and object control need practise and are essential ingredients of every child's play. The fine tuning of this movement knowledge is a work in progress, which lasts until at least the age of seven; though, with some children, it will take longer. The more children move, the more controlled their movements become.

As a school we scrutinised the best research available, and we have determined that our definition of learning is to create a PE schema. Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge. A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links.

We have chosen GetSet4PE as our primary PE curriculum because it provides a structured, high-quality, and inclusive approach to physical education, ensuring that all pupils develop fundamental movement skills, confidence, and a love for physical activity. The scheme offers detailed lesson plans, differentiated activities, and assessment tools, making it easy for teachers to deliver engaging lessons while meeting the National Curriculum objectives. Its digital platform supports planning, progress tracking, and professional development, ensuring consistency and high standards across all PE lessons. GetSet4PE emphasises physical literacy, teamwork, resilience, and well-being, aligning with our school's commitment to fostering lifelong healthy habits. By choosing this scheme, we are ensuring that PE is accessible, enjoyable, and impactful for every child, helping them build the skills and attitudes needed for an active lifestyle.

It is a common misconception that students develop fundamental movement knowledge naturally. In fact, many do not develop the knowledge needed to take part successfully in physical activity. The development of this knowledge must be planned for carefully, and significant time must be given to practise. During Milestone 1, our pupils will focus primarily on the development of fundamental movement knowledge, initially through exploration and discovery. In Milestone 2, they further develop the fundamental knowledge and use it in combination with other movements. In Milestone 3, we want our pupils to begin to consolidate fundamental knowledge, using it in different contexts with a degree of automaticity.

Fundamental movement knowledge is important at all ages and should be frequently revisited. Fundamental movement knowledge should, therefore, be the focus for teaching and identifying how the progression of skills is developed throughout the curriculum to firstly build on prior learning and develop existing skills. This is especially important during the Early Years and KS1 phase of our PE curriculum.

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Progression Journey: F.M.S through fundamentals, fitness and athletics NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. NC: KS2: use running, jumping and throwing in isolation and in combination.						
EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

www.getset4pe.co.uk

GetSet4PE 2025

INTENT

Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of fundamental movement knowledge and the semantic knowledge of tactics and strategy, leadership, personal and social and vocabulary.

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities:

- **Diversity** – We believe in developing pupils' understanding of British values and celebrating our unique and diverse community.
- **Dreams** – We promote ambition, high aspirations and foster pupils' capacity to see the possibilities within the world today.
- **Decisions** – We encourage our pupils to make the right choices in order to stay safe, healthy and happy.

Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of

topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same concepts over and over and gradually build understanding of them.

For each of the threshold concepts, three milestones (each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts) provide a progression model.

Knowledge categories in each subject give pupils a way of expressing their understanding of the threshold concepts.

Knowledge webs help pupils to relate each topic to previously studied topics and to form strong, meaningful schema. Cognitive science tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

Within each milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The timescale for sustained mastery or greater depth is, therefore, two years of study.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Also as part of our progression model we use POP tasks (Proof of Progress) which show our curriculum expectations in each cognitive domain.

IMPLEMENTATION

Our curriculum design is based on evidence from cognitive science; two main principles underpin it:

- Fundamental movement knowledge must be automatic and therefore practised at all ages.
- Team games should not be introduced too early to avoid unnecessary cognitive load.

In addition to the two principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific. We make intra-curricular links to strengthen schema. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Pupils study physical education for two hours per week during curriculum planned lessons as well as embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.

Cross curricular outcomes in PE are specifically planned for, with strong links between the physical education curriculum and art and reading for inspirations enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed

by and aligned with the national curriculum. In addition, staff have access to GetSet4PE and accompanying resources.

IMPACT

Because learning is a change to long-term memory, it is impossible to see impact in the short term. We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

We use comparative judgement in two ways: in the tasks we set (POP tasks) and in comparing a student's work overtime.

We use lesson observations to see if the pedagogical style matches our depth expectations.

Pupils' attainment and progress in physical education is measured against the objectives set in the national curriculum and recorded by teachers using Sonar to inform parents and future teaching and learning activities.

EFFECTIVE TEACHING AND LEARNING IN PHYSICAL EDUCATION

Effective teaching ensures that pupils retain knowledge they have learned in the long term. This is supported by opportunities to revisit and practise with prior knowledge. Pupils are more likely to retain knowledge when they have engaged analytically with the content they study. Teachers can support learning through clear exposition, which takes into account what pupils already know and understand. Our pupils need to be supported in order to be proficient when developing their practical skills in order to participate, compete and lead a healthy lifestyle. This involves learning a range of physical movements and sporting techniques. These are often reflected in our lessons and will include:

Physical – Developing key movement skills in a primary PE scheme is essential as it lays the foundation for a child's physical literacy, coordination, and overall well-being. Fundamental skills such as running, jumping, throwing, catching, balance, and agility are crucial for participation in a wide range of sports and physical activities, both in school and later in life. Mastering these movements at an early age enhances confidence, enjoyment, and motivation to stay active, reducing the risk of physical inactivity-related health issues. Additionally, movement skills support cognitive development, social interaction, and emotional resilience, helping children build teamwork, problem-solving abilities, and self-discipline. A well-structured PE scheme ensures that all pupils, regardless of ability, develop these essential skills progressively, setting them up for a lifetime of healthy and active living

Emotional – Developing emotional skills in a primary PE scheme is vital as it helps children build resilience, confidence, and a positive attitude towards challenges. Physical education provides opportunities for pupils to experience success and failure in a supportive environment, teaching them how to manage emotions, handle setbacks, and develop perseverance. Through teamwork and competitive activities, children learn important social-emotional skills such as communication, cooperation, empathy, and respect, which are essential for their personal and academic growth. PE also plays a key role in promoting mental well-being, as regular physical activity has been shown to reduce stress, improve mood, and boost self-esteem. By integrating emotional development into PE lessons, we help children become not only physically capable but also emotionally resilient individuals who can navigate challenges with confidence.

Social – Developing social skills in a primary PE scheme is crucial as it encourages teamwork, communication, and respect for others, which are essential for success both in and out of

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school. PE provides opportunities for children to work together, solve problems, and support one another, fostering a sense of belonging and cooperation. Through group activities and team sports, pupils learn how to listen, take turns, share responsibilities, and appreciate different abilities and perspectives. These experiences help build confidence and interpersonal skills, enabling children to form positive relationships and work effectively with others. Additionally, PE promotes fair play, respect, and inclusion, teaching pupils the importance of following rules and handling both victory and defeat with grace. By embedding social development into PE, we prepare children to interact positively in various social settings, enhancing their overall personal growth and future success.

Thinking – Developing thinking skills in a primary PE scheme is essential as it enhances tactical awareness, decision-making, and problem-solving abilities in physical activities and beyond. PE encourages children to think strategically, adapt to changing situations, and make quick decisions, whether in team games, individual challenges, or creative movement tasks. Understanding game tactics, spatial awareness, and risk assessment helps pupils develop a deeper appreciation for sports and physical activity while improving their ability to plan and execute strategies effectively. These skills also foster critical thinking, creativity, and self-reflection, allowing children to evaluate their performance, learn from mistakes, and make adjustments to improve. By integrating cognitive development into PE, we not only enhance physical performance but also equip children with essential life skills such as logical reasoning, adaptability, and the ability to stay calm under pressure—all of which contribute to their overall academic and personal success.

Key vocabulary – Developing the progression of key vocabulary in a primary PE scheme is essential for enhancing communication, understanding, and confidence in physical activity. Introducing and reinforcing subject-specific terminology—such as balance, coordination, agility, tactics, resilience, and teamwork—helps pupils articulate their learning, reflect on their performance, and apply concepts effectively. As children progress through the curriculum, their vocabulary expands from basic movement terms to more complex concepts like positional play, strategy, and evaluation, deepening their understanding of PE and sport. Clear, structured vocabulary development also supports cross-curricular learning, particularly in subjects like science (body movement and health) and English (descriptive language and explanations). By embedding key terminology into PE lessons, we empower pupils to think critically, communicate effectively, and develop a stronger connection to physical education, ultimately enhancing both their cognitive and practical engagement with the subject.

The school provides pupils with the opportunity to participate in a range of extra-curricular activities to further develop their skills, for example, forest school, active playground, Commando Joe's, balance bikes, scooters, after school clubs, etc. Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games. There are a variety of PE related extra-curricular activities for pupils to participate in outside of school hours including the following:

- Archery
- Yoga
- Athletics
- Football
- Netball
- Hockey
- Boccia
- Dance

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At the beginning of each term, parents will be made aware of the extra-curricular activities on offer at the school via a club letter. The school participates in regular sporting events against other schools –pupils and parents will be made aware of these fixtures with due notice. Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies. All teaching staff will actively encourage pupils to be physically active outside of school.

SUPPORTING PUPILS IN PHYSICAL EDUCATION, INCLUDING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

We recognise that in all classes children have a wide range of ability in physical education, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

All pupils are entitled to a broad physical education curriculum. Any adaptations made to support pupils' learning in physical education usually should not be to the overall curriculum content but rather to how the content is taught. This enables a curriculum that does not artificially limit what pupils with SEND can achieve. In the case of pupils with the most complex learning needs, there may be occasions when it is appropriate to modify the curriculum. However, this will be the exception.

Ensuring that all pupils otherwise encounter the same content is particularly important given the role that hinterland information has in facilitating learning in physical education. This suggests that significantly reducing content or complexity for some pupils might in fact limit their access to content or limit their ability to learn.

This can be achieved by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in groups.

PROMOTING KEY SKILLS IN PHYSICAL EDUCATION

Through our teaching of physical education, we provide opportunities for pupils to develop the key skills of:

- **Stability**, through responding to a range of body balances either in one place (static) or while in motion (dynamic).
- **Locomotion**, through ensuring children have the opportunity to move their body in any direction from one point to another. Examples include walking, running, jumping, skipping, crawling, galloping, hopping, leaping, climbing.
- **Object control**, through learning how to manipulate and control objects with the hand, the foot or and implement (stick, bat or racket). Examples include forehand drive in tennis, putt in golf, strike in rounders, push pass in hockey. (Manipulating objects with an implement is more difficult than manipulating with body parts.)
- **Tactics and strategy**, through learning the skills of attacking and defending by varying speed, direction and pathways. As well as, developing the skills to work in shared spaces collaboratively and competitively by generating a solution to a problem.
- **Personal and social**, through developing pupils' self-control, cooperation and individual responsibility. Demonstrating an understanding of resilience, determination, self-belief, following rules, respect and becoming a good sport.

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- **Leadership**, through leading people and leading an activity. Roles within this include: captain, coach, referee, equipment organiser and performer.
- **Healthy lifestyle**, through how to make informed decisions about food and exercise as well as being able to understand reasons for taking part in physical activity: health, enjoyment, challenge, social interaction and self-expression

EARLY YEARS FOUNDATION STAGE

Physical Education will be encouraged as an integral part of work for pupils in EYFS, teaching them how to control their movements and become competent movers. During EYFS, pupils' fundamental movement skills are developed laying a foundation for future PE lessons. Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastics apparatus, floor mats, balance bikes, scooters and sporting equipment, such as bats and balls.

Pupils will be taught to:

- Developing good control and coordination of large and small movements.
- Moving confidently in a range of ways and negotiating space safely.
- Handling equipment and resources effectively.
- Developing an understanding of and talking about good health, including exercise and healthy diets.
- Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Playing co-operatively, taking turns with others.
- Participating in new activities and verbally explaining why they like some activities more than others.
- Independently choosing the resources they need for their chosen activities.
- Working as part of a group and independently, understanding and following rules.
- Demonstrating an ability to follow instructions involving several ideas or actions.
- Counting reliably with numbers from 1 to 20, such as keeping score during sporting activities.
- Demonstrating an understanding of measurements, such as the use of metres during races.

They are assessed according to the Progress Models determined by the school in accordance with the Statutory Framework for the Early Years Foundation Stage.

KEY STAGE 1

Pupils will develop their fundamental movement skills, by become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

KEY STAGE 2

Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will develop skills in order to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In relation to swimming, pupils with KS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
- Perform safe self-rescue in different water-based situations.

PLANNING AND RESOURCES

We use the National Curriculum scheme of work as the basis for our planning in physical education. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school. We carry out curriculum planning in physical education in three phases (long term, medium term and short term). The long-term plan maps the physical education topics studied in each term during each key stage. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. Plans are stored on the staff shared drive for monitoring purposes and ease of access for the teachers and physical education subject leader.

During PE lessons, pupils are expected to wear the following:

Indoor kit

- Black shorts/leggings
- White t-shirt
- Pumps/Clean trainers

Outdoor kit

- Black jogging bottoms
- White t-shirt
- Trainers
- Black sweatshirt

During swimming lessons, pupils are expected to wear the following:

- One-piece bathing suit
- Swimming cap
- Goggles (optional)

Children will arrive in school on their allocated PE days in the appropriate kit as stated, however, the school will stock spare PE kit for pupils who forget theirs. If for any reason children need to get changed appropriate changing room facilities are available. Pupils who identify as transgender will be allowed to get changed in the facilities that correspond with their preferred gender identity. Alternative provision, such as disabled toilet facilities, are also made available where necessary.

All potentially dangerous jewellery, such as earrings, will be removed before PE lessons. Earrings cannot be taped over. If a child's jewellery cannot be removed, they will not be able to participate in the lesson, inclusive of swimming. Hair must be tied back for PE lessons.

There are sufficient resources for teaching all physical education units in the school. They are located in the physical education shed and audited on a termly basis.

CROSS-CURRICULAR OPPORTUNITIES

Staff are encouraged to develop cross-curricular links with physical education and other subjects to provide a relevant and meaningful curriculum for pupils.

Oracy

The teaching of physical education contributes to the children's oracy through discussing what they have done during the lesson and how they might improve.

Mathematics

The teaching of physical education contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when measure and record what they do accurately (for example, how far they can throw a ball). Children also further develop their counting skills by keeping score during team games.

Personal, Social, Health and Emotional development (PSHE)

In our teaching of physical education, we promote the benefits of exercise and healthy eating are explained to pupils. They are encouraged to make informed choices about their lifestyle. Children also further develop their opportunities to act as a team leader or part of a team.

Spiritual, moral, social and cultural development (SMSC)

In our teaching of physical education, we also contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at how our pupils' can express their feelings in a healthy way. Through team and group activities, pupils are encouraged to develop their social skills and helps them to cooperate with other people outside of their friendship group. Children are also encouraged to respect other pupils' levels of ability.

ASSESSMENT

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key physical education knowledge is taught to enable and promote the development of children's fundamental movement knowledge and physical education skills. Assessment is supported by use of the following strategies:

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- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting for next step progression.
- Monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of Proof of Progress (POP) tasks at the end of a unit of work.

HEALTH AND SAFETY

We enable all pupils to have access to the full range of activities involved in learning physical education. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety as part of the PE curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Resources and equipment will be checked by staff members before use, with any faults or concerns reported as soon as possible. First aid boxes will always be accessible during PE lessons. Before undertaking an off-site sporting or PE-related event, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form for the event. Swimming lessons will always be taught by a specialist swimming teacher. Further information can be found in the Health and Safety and Wellbeing Procedures and Educational Visits Procedures.

SAFEGUARDING AND CHILD PROTECTION

We seek to safeguard children and young people by:

- valuing them, listening to them and respecting them;
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers;
- recruiting staff and volunteers safely, ensuring all necessary checks are made;
- sharing information about child protection and good practice with children, parents, staff and volunteers;
- sharing information about concerns, with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and volunteers through supervision, support and training.

See JTMAT Safeguarding and Child Protection Policy for further information.

MONITORING AND REVIEW

It is the responsibility of the physical education subject leader:

- supports colleagues in their teaching, by keeping informed about current developments in physical education and by providing a strategic lead and direction for this subject;
- to develop, implement and review an action plan for physical education;
- to monitor physical education throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities, appropriate for children at different stages of development, which enable pupils to progress in the subject.

Monitoring of the standards of children's work and of the quality of teaching in physical education is the responsibility of the physical education subject leader. The work of the subject

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leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

This document will be reviewed at least every three years.