



# SHOBNALL PRIMARY & NURSERY SCHOOL

## APPROACH TO THE TEACHING OF PHYSICAL EDUCATION



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

**SEPTEMBER 2021**

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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

<b>FITNESS</b>	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.
<b>FUN</b>	We ensure our children have a keen interest in P.E 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.
<b>FUTURE</b>	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.

## THEORY UNDERPINNING OUR PRACTICE AND PRINCIPLES

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.

As a school we have decided to use Curriculum Companion for PE which helps teachers to help our pupils form a PE schema by:

- Using concepts as the basis for the schema
- Strengthening the schema with knowledge
- Further deepening connections through tasks.

To build a PE schema 'threshold concepts' are used. These are the big ideas that underpin the subject.

There is one threshold concept in PE:

- Develop practical skills in order to participate, compete and lead a healthy lifestyle.

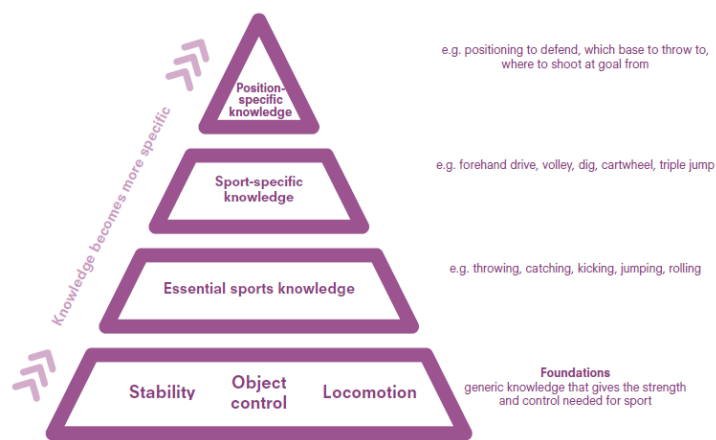
This concept involves learning a range of physical movements and sporting techniques.



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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 main focus for teaching in Milestone 1 and should be re-visited often in Milestones 2 and 3 as it is central to physical activity.



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## 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.

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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.

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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 the Curriculum Companions 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 over time.

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 Classroom Monitor 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:

- **Movement** – This is the cornerstone of PE as it includes fundamental movement knowledge of stability, locomotion and object control, progressing to specialised skills like games, gymnastics and dance. All movements can be adapted in the following four ways: what the body can do (body); how the body can move (effort); where the body can move (space) and with whom or what the body moves (relationships).
- **Tactics and strategy** – Tactics are skills our pupils need to make quick adjustments to their performances in the moment to solve problems encountered during a game. Whereas strategy is skills our pupils develop in order to develop an overall game plan. All aspects of physical education involve cognitive challenges e.g. how to outwit opponents in games, create interesting sequences in gymnastics or work as a team to complete a challenge in outdoor and adventurous activities.
- **Personal and social** – PE provides opportunities for personal development such as self-control, cooperation and individual responsibility.
- **Leadership** – Many opportunities exist in PE to develop leadership skills. Often these opportunities occur on an ad hoc basis, but they should be planned for, and the qualities developed should be made explicit to our pupils. Opportunities for leadership fall into two categories: leading people and leading an activity. Roles within this include: captain, coach, referee, equipment organiser, performer.
- **Healthy lifestyle** – Our pupils need to understand that many factors interact to keep us healthy and that they are all important.



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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

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**

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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.
- **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.

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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

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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. The physical education teacher writes the lesson plans for each PE lesson (short-term plans). EYFS uses Sports Xplorers to aid them in the planning of their PE lessons whereas KS1 & 2 use the Milestones outlined in the Curriculum Companions. 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. Jewellery which cannot be removed will be taped over. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson. Hair must be tied back for PE lessons and the school will stock spare hair bands.

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.

### **English**

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

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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:

- 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;

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- 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 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 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.