



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Physical Education Policy

INTENT – Purpose and Structure

Our carefully planned and progressive P.E. curriculum is designed with the target of all children becoming physically confident in a way which supports their health and fitness whilst demonstrating respect and fairness as they do. We want all children to find the activity in which they can shine and enjoy in the future and outside of school. To help us achieve this ambitious goal we will use our school Vision and Values, alongside British Values, to drive our learning and development. Our Virtues are explored with spiritual, moral, social and cultural development, PSHE and British Values to help pupils to 'become the best me I can be'.

All teaching staff take part in regular (once a term) professional development (CPD) during staff meetings with the P.E. lead sharing the latest research and developments relevant to this subject. All staff have the opportunity to take part in their own CPD with relevant P.E. courses (Active Cumbria) signposted. Staff also have access to GetSet4PE, which provides a range of independent support and CPD opportunities. The P.E. lead also attends once a term cluster meetings (Carlisle and Brampton) to support their leadership development.

At Shankhill School, we will ensure our children become physically confident by making sure they meet the National Curriculum expectations, to:

- Develop the competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

In school, we place a high importance on providing all children with the opportunity to take part in competitive activities in school, at city or county levels. The enjoyment and confidence gained from these opportunities flows through the rest of the curriculum helping children to not only achieve in sport but also other academic areas. These opportunities for healthy competition allows children to experience success and failure and therefore grow in character. As well as providing transition opportunities, which are vital in a small school.

At Shankhill School, our curriculum is built on the principles of advancing cumulative knowledge, skills and vocabulary, as well as making connections between and throughout the activities/sports being studied. The cumulative nature of our curriculum, means new knowledge and skills are connected to prior learning and this eases the load on children's working memory.

Our curriculum teaches the entire EYFS Framework through Development Matters 2021 and the National Curriculum 2014 and is based on current evidence-led practice for pedagogy and learning. Subject knowledge and workload is well supported through research and evidence-led practice and resources from GetSet4PE.

Teaching and learning follow our *Six Phases of Learning* model to ensure that learning: connects to prior learning; is taught explicitly; children are given time and support to understand and deepen their learning, and are challenged appropriately. Our curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable.

Our P.E. curriculum overview and P.E. skills progression documents show how substantive knowledge (subject knowledge and explicit vocabulary used to learn about the content) and disciplinary knowledge (working physically skills) progress from Nursery through to Y6 and beyond.

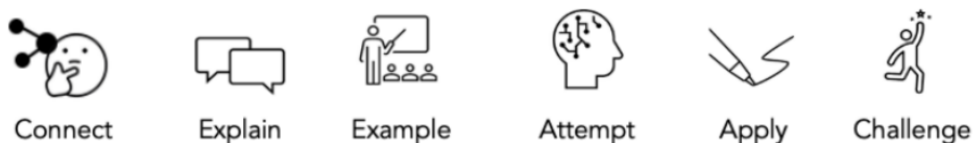
"This school continues to be good... maintains good quality education... pupils gain a sense of achievement from their lessons... they display excellent attitudes towards their learning... behaviour in lessons and around school is impeccable... Staff are welcoming and inclusive... strong Christian values are promoted well... (results) well above that of other schools nationally" Ofsted 2019
Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018



In P.E. each lesson is underpinned by our 3 golden threads, which are threaded through the entire P.E. curriculum and built on throughout pupils' time at Shankhill School. These are: social, emotional and thinking. The progression of each of these concepts is displayed in our P.E. skills progression document.

IMPLEMENTATION

All teachers provide inclusive, quality first teaching in P.E. by planning and delivering engaging and effective teaching and learning for their class. In Shankhill School, we follow the National Curriculum and primarily use the GetSet4PE scheme of work as a guide to support teachers with their planning and assessment. As we have two mixed-age classes, children come across knowledge and vocabulary in a two year rolling program to ensure National Curriculum coverage, whereas skills are built upon each academic year. Even though activities and sports can be met in a different order for different children, the clear links between sport/activity types selected means children can see how skills being learnt are transferable between sports and can progress at an appropriate rate. Ensuring each sport/activity broadens their skills, knowledge and understanding and guards against superficial and disconnected learning.



Our clear, cumulative curriculum is taught through our six phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. This knowledge is included in a knowledge organiser, which is shared on our P.E. display and website.

Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment. Support can also be from a variety of strategies such as personalised learning activities, resources and adult support; pre/post-teaching or interventions. Challenges can vary depending on the activity/sport being taught.

Structured, pre-planned and prepared sequence of lessons. CUSP resources and Learning Questions	Positive, high expectations, and aspirations for all. Specific praise and reward Behaviour Policy / Classroom Routine	Explicit Vocab teaching and choice of language. Knowledge organisers, vocabulary mats / strips, dual coding	Explicit Modelling and demonstration My turn Our turn Your turn working walls	Clear chunked instructions supported with visuals / actions	Multi-sensory activities manipulatives	Review, repeat, recall, retrieve Do now	Frequent checking of understanding retrieval practice cumulative quizzing	Flexible groupings Talk partners, LA or teacher working with specific groups	Accurate and continued assessment constructive and instant feedback at the point of learning
---	---	---	--	---	--	---	--	--	--

At Shankhill School, we have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education (end of: EY, KS1, KS2).

In school, we understand the importance of P.E. in the early years. The skills that we teach explicitly in P.E. are also part of everyday life in EYFS. In accordance with Development Matters 2021, we have three areas which PE is split into:

- Health
- Gross motor skills
- Fine motor skills

Understanding their own health and well-being is vital in the early years of a child's development, enabling them to pursue happy, healthy, active lives. Gross and fine motor experiences are developed, focusing on strength, co-ordination, and positional awareness. We provide opportunities for both indoor and outdoor play, which supports strength, stability, balance, spatial awareness, co-ordination, and agility.

Children in reception join the children in KS1 for their discreet P.E. lessons, where appropriate. Nursery children have bespoke P.E. sessions that aid the progress of the early developmental needs. This includes using the programme, GetSet4PE, creating tracks for their balance bikes and making obstacle courses using a plethora of resources. Although there are set periods for these sessions, children in Reception and Nursery constantly have access to the outdoor area to build on their core strength, co-ordination, and gross motor skills.

At Shankhill School, all children in key stages 1 and 2 will take part in at least two hours of PE lessons a week in addition to at least 30 minutes of daily active play.

As required at Key Stage 1, we plan for children to develop fundamental movement skills, to become increasingly competent and to be confident and access a broad range of opportunities to extend their agility, balance, and coordination, individually and with others. We plan for children to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. This is built upon throughout KS2.

Our PE sessions in KS1 and KS2 allow for a clear progression of skills. These skills are taught through the following areas:

- Dance
- FMS – fundamentals, multi-skills and athletics
- Games – invasion, target, net and wall, striking and fielding
- Body management – yoga and gymnastics
- Swimming (years 3-6)
- Outdoor adventurous activities

In sport, pupils are provided with a range of opportunities outside P.E. lessons. Including a range of after school club opportunities: football, multi-skills, cricket, gymnastics. As well as range of sports competitions: bouldering, indoor athletics, orienteering. Also we make the most of our links with our local secondary school (William Howard School) to take part in a range of festivals, which the whole school take part at different times throughout the academic year. Children also have our annual sports day, which provides them the opportunity to demonstrate to parents, the sports they have learnt this school year and display how they have grown as people too.

Also we make the most of our picturesque surroundings. A good sized school playground coupled with a track around our large field means children can be active outdoors all year round. We provide children with a range of outdoor resources to ensure they are all active throughout the whole school day.

Each class's current P.E. unit of work, is shared via our hall display. It will contain: a knowledge organiser, key vocabulary, any important demonstration examples for the unit of work and any relevant experiential learning.

In our teaching and learning, we use a range of diagnostic, formative and summative assessments to gain a clear and deep understanding of what our pupils know and can do. In Early Years, assessment for learning is an on-going process throughout the day and plays an important part in our Plan, Do, Review approach to the Early Years curriculum.

In KS1 and KS2, during lessons, staff use in the moment feedback as all evidence points towards feedback being most impactful as near to the point of learning as possible and this is what the six phase lesson enables.

After each P.E. unit, teachers will assess the children's retention of the knowledge they have gained and how their working P.E. skills have developed. Children are provided with the opportunity to use the knowledge and skills they have gained in: a competitive situation, through a challenge or the opportunity to perform.

Due to the sports funding, P.E. is monitored each school year. The subject leader and head teacher evaluate the impact of the sports funding and decide how this can be built upon in the following school year.

IMPACT

Leaders and staff work collaboratively to monitor and evaluate the impact of the P.E. curriculum using a variety strategies, including:

- Learning Walks
- Pupil Voice
- Seeking views of other stakeholders: parents, carers, staff, governors, community.

These will show that by the end of each key stage, children know, apply and understand the substantive knowledge and skills specified in the P.E., National Curriculum programme of study for KS1 and KS2 and the Physical Development strand of the EYFS.

Children will have been exposed to a rich and varied curriculum journey that enables them to experience creative learning, personal achievement and happiness. Carefully planned use of resources, festivals, sports days, competitions and after school

clubs all support learners to enhance and deepen their understanding. Our provision enables pupils to explore, interpret, reason, connect and contextualise learning and the world around them.

This will culminate in all pupils at Shankhill School becoming physically confident in a way which supports their health and fitness whilst demonstrating respect and fairness as they do. They will all be able to swim at least 25m and will all have found the activity in which they can shine and enjoy in the future and outside of school.