

# **SPPS Handbook for PE**

**2023-2024**



## Shoreditch Park Primary School

1. Curriculum Intent

2. Curriculum Implementation

- EYFS • KS1 • KS2

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## **PE Curriculum Intent 2023-24**

At Shoreditch Park Primary School, we aim to provide a PE curriculum that is engaging and enjoyable to children which gives them a platform to progress in a range of sports as well as improving their overall fitness and athletic ability.

We aim to provide a platform for our young athletes to progress in a range of sports beyond their PE lessons.

In EYFS and KS1 the focus is to really develop the fundamental skills required to play a wide range of sports and in KS2 the children begin to use these skills to play games. The curriculum provides opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed Shoreditch Park Primary School's ASPIRE ethos such as inclusion, self-awareness, respect and achievement.

## **PE Curriculum Implementation**

PE is taught by a specialist coach in Years 1, 2, and 3 and then by class teachers throughout the rest of the school. All staff have half termly access to planning meetings and support from the PE lead, in addition to termly CPD.

Our PE curriculum is further enhanced by our PE coach being in the playgrounds during break time and lunchtime supporting children by pre-teaching essential skills before PE lessons and consolidating key knowledge in a competitive environment.

Year 3 is our designated year for swimming. Both classes in the year group alternate between PE lessons at school and swimming lessons at Britannia leisure centre on a half-termly basis.

We use the [PE Hub](#) 'a hub of high quality PE planning and resources' to inform our PE curriculum offer.

### **EYFS**

As part of the EYFS statutory framework pupils are taught:

Physical development

- Involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement.
- Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling

- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.
- Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

## **KS1**

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

Children are 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.
- begin to analyse their own and others performance in video analysis sessions
- To use PE specific vocabulary in the correct context.

## **KS2**

Children 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 enjoy communicating, collaborating and competing with each other.

They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [see Curriculum Blocking below for more information], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics]
- take part in outdoor and adventurous activity challenges both individually and within a team
- To perform dances using a range of movement patterns
- To analyse their own and others performances using video analysis sessions
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Compete in a fair and sporting manner and how to win and lose in the correct spirit

Each half-term children are set a five week healthy eating project which is uploaded on google classroom as homework. The five week programme gives children a specific fruit or a vegetable as a focus and is delivered in the following way:

- Week 1 - Research it
- Week 2 - Draw it
- Week 3 - Watch it
- Week 4 - Design it
- Week 5 - Cook it

## Curriculum Map for 2023/24

	A1	A2	Sp1	Sp2	Su1
Reception			<b>Body Management</b> <ul style="list-style-type: none"> <li>Balance beanbags</li> <li>Move through hoops in different ways</li> <li>Reach and stretch to get equipment</li> <li>Make bridges and tunnels with our bodies</li> <li>Travel over and under apparatus</li> <li>Make shapes with our bodies</li> </ul>	<b>Manipulation and coordination</b> <ul style="list-style-type: none"> <li>Handle a balloon</li> <li>Handle a ball</li> <li>Kick a ball</li> <li>To hop, jump and step</li> <li>To send a ball or beanbag</li> <li>To send and stop in a game</li> </ul>	<b>Speed Agility Travel</b> <ul style="list-style-type: none"> <li>To move in different directions</li> <li>To keep our bodies safe in running games</li> <li>To jump in different directions</li> <li>To stop safely</li> <li>To move at slow and fast speeds</li> <li>To stop safely in different ways</li> </ul>
Year 1 - Grey	<b>Attack Defend Shoot</b> <ul style="list-style-type: none"> <li>Hit a target</li> <li>Defend a target</li> <li>Roll and slide balls and beanbags</li> <li>Shoot in a game to get points</li> <li>Work with a partner to score points</li> <li>Use attacking and defending skills in a game</li> </ul>	<b>Hit Catch Run</b> <ul style="list-style-type: none"> <li>Select a space to throw or roll a ball into</li> <li>Track and collect a rolling ball</li> <li>Catch a ball to stop an opponent from scoring</li> <li>Use our hands to hit a ball</li> <li>Run between bases to score points</li> <li>Work as a team to score points</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Show moods and feelings you would experience in the jungle</li> <li>Create and perform movements that show friendship</li> <li>Perform leading and following movements</li> <li>Perform a short dance with a clear start, middle and end</li> <li>Use repeated actions</li> </ul>	<b>Send and Return</b> <ul style="list-style-type: none"> <li>Slide a beanbag to a target</li> <li>Hit a ball in different ways with our hands</li> <li>Move towards a ball to return it</li> <li>Work with a partner to stop and return a beanbag</li> <li>Learn what a rally is</li> <li>Send a ball into space to make it harder for an opponent</li> </ul>	<b>Run Jump Throw</b> <ul style="list-style-type: none"> <li>Start and stop moving at speed</li> <li>Use arms when running at different speeds</li> <li>Take off on two feet to jump for distance</li> <li>Use the correct technique to throw different objects for distance</li> <li>Show improvement in throwing</li> <li>Apply running, throwing and jumping skills in competition</li> </ul>
Year 1 - Deacon	<b>Attack Defend Shoot</b> <ul style="list-style-type: none"> <li>Hit a target</li> <li>Defend a target</li> <li>Roll and slide balls and beanbags</li> <li>Shoot in a game to get points</li> <li>Work with a partner to score points</li> <li>Use attacking and defending skills in a game</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Show moods and feelings you would experience in the jungle</li> <li>Create and perform movements that show friendship</li> <li>Perform leading and following movements</li> <li>Perform a short dance with a clear start, middle and end</li> <li>Use repeated actions</li> </ul>	<b>Hit Catch Run</b> <ul style="list-style-type: none"> <li>Select a space to throw or roll a ball into</li> <li>Track and collect a rolling ball</li> <li>Catch a ball to stop an opponent from scoring</li> <li>Use our hands to hit a ball</li> <li>Run between bases to score points</li> <li>Work as a team to score points</li> </ul>	<b>Send and Return</b> <b>Send and Return</b> <ul style="list-style-type: none"> <li>Slide a beanbag to a target</li> <li>Hit a ball in different ways with our hands</li> <li>Move towards a ball to return it</li> <li>Work with a partner to stop and return a beanbag</li> <li>Learn what a rally is</li> <li>Send a ball into space to make it harder for an opponent</li> </ul>	<b>Run Jump Throw</b> <ul style="list-style-type: none"> <li>Start and stop moving at speed</li> <li>Use arms when running at different speeds</li> <li>Take off on two feet to jump for distance</li> <li>Use the correct technique to throw different objects for distance</li> <li>Show improvement in throwing</li> <li>Apply running, throwing and jumping skills in competition</li> </ul>
Year 2 – Hoffman and Jeffers	<b>Attack Defend Shoot</b> <ul style="list-style-type: none"> <li>Kick the ball over long and short distances</li> <li>Stop a ball with control using the foot</li> <li>Work as a team to keep the ball</li> <li>Bounce a ball with a partner</li> <li>Bounce the ball whole moving</li> <li>Pass the ball forward in a game</li> </ul>	<b>Hit Catch Run</b> <ul style="list-style-type: none"> <li>Hit a ball and score points running to cones</li> <li>Defend a target by kicking</li> <li>Bowl underarm with control</li> <li>Hit a ball using different bats and techniques</li> <li>Throw accurately to a base</li> <li>Hit a ball into space away from fielders</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Use penguin images to inspire our dance</li> <li>Show feelings of abandonment through dance</li> <li>Create movements that show friendship between two characters</li> <li>Create a solo dance with changes of direction and speed</li> <li>Match our movements to music</li> <li>Choose a formation for our dance and explain our choice</li> </ul>	<b>Send and Return</b> <ul style="list-style-type: none"> <li>Stay on our toes to move quickly to the ball</li> <li>Identify which hand is dominant in a game</li> <li>Know the basic rules of serving to a partner</li> <li>Develop agility and use it in a game</li> <li>Use the correct grip to hit a self-fed ball</li> <li>Use the ready position in a rally</li> </ul>	<b>Run Jump Throw</b> <ul style="list-style-type: none"> <li>Move quickly whilst being aware of others around</li> <li>Create power with our legs to turn at speed</li> <li>Move through an obstacle course with speed and control</li> <li>Choose the best throw for different situations</li> <li>Use quick feel whilst sprinting</li> <li>Perform static and dynamic balances</li> </ul>

Year 3 – King-Smith	<p>Swimming</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> </ul>	<p>Hockey</p> <ul style="list-style-type: none"> <li>Keep close control using the flat side of the stick</li> <li>Control the ball and pass into space</li> <li>Use a defensive body position</li> <li>To consistently stop a moving ball</li> <li>Improve agility and apply it in a game situation</li> <li>Avoid feet contacting the ball</li> </ul>	<p>Swimming</p> <ul style="list-style-type: none"> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>To perform a jazz square and use it on a dance</li> <li>To perform a dance using two contrasting characters</li> <li>To develop movements using improvisation</li> <li>Use props in a dance sequence</li> <li>Use facial expression to bring life and emotion to a dance</li> <li>To take on the role of director to help others improve their dance</li> </ul>	<p>Swimming</p> <ul style="list-style-type: none"> <li>perform safe self-rescue in different water-based situations</li> </ul>
Year 3 - Briggs	<p>Hockey</p> <ul style="list-style-type: none"> <li>Keep close control using the flat side of the stick</li> <li>Control the ball and pass into space</li> <li>Use a defensive body position</li> <li>To consistently stop a moving ball</li> <li>Improve agility and apply it in a game situation</li> <li>Avoid feet contacting the ball</li> </ul>	<p>Swimming</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>To perform a jazz square and use it on a dance</li> <li>To perform a dance using two contrasting characters</li> <li>To develop movements using improvisation</li> <li>Use props in a dance sequence</li> <li>Use facial expression to bring life and emotion to a dance</li> <li>To take on the role of director to help others improve their dance</li> </ul>	<p>Swimming</p> <ul style="list-style-type: none"> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>Jumping and hopping sequences</li> <li>To run at different speeds</li> <li>To approach and jump hurdles</li> <li>To throw a javelin using the pull-throw technique</li> <li>A variety of skipping techniques</li> <li>Keep score accurately over a range of events</li> </ul>
Year 4 – Almond and Morpurgo	<p>Hockey</p> <ul style="list-style-type: none"> <li>Perform a push pass with accuracy</li> <li>Perform a straight dribble to maintain possession</li> <li>Use reverse-stick to control a ball on the far side of our body</li> <li>Use a slap pass to send the ball over longer distances</li> <li>Turn to keep the ball under control and move into space</li> <li>Develop new skills in competitive situations and look to improve</li> </ul>	<p>Football</p> <ul style="list-style-type: none"> <li>Coming toward the ball to receive a pass</li> <li>Exploring two types of marking</li> <li>Defensive tackling</li> <li>Dribbling in different directions</li> <li>Passing over distance</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>Use freeze frame in our dances</li> <li>Perform a slide and roll confidently</li> <li>Use a variety of formations when performing</li> <li>Extend our ‘mission dance’ phrases using canon</li> <li>Sequence our dance actions to show good flow</li> <li>Create a 5-action dance routing showing good ‘stage’ entry</li> </ul>	<p>Handball</p> <ul style="list-style-type: none"> <li>Protect the ball from our opponent after catching it</li> <li>Basic overarm shooting technique</li> <li>Build an attack using 3-person weave</li> <li>Perform turns on the move to get back and defend</li> <li>Perform a 7-metre throw with power and accuracy</li> <li>To use a throw-off to restart a game</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>To challenge ourselves running, jumping and throwing tasks</li> <li>To accelerate over short distances</li> <li>To run and jump using one-footed take off</li> <li>To use sling action to throw a discus</li> <li>To run on a curve and exchange a baton in our team</li> <li>Apply skills we have developed in a competitive way</li> </ul>
Year 5 – Tan	<p>Hockey</p> <ul style="list-style-type: none"> <li>Perform a block tackle to dispossess an attacker</li> <li>To use fast, accurate passes in the D to create scoring opportunities</li> <li>Mark an attacker closely to stop them from receiving the ball</li> <li>Perform a sweep hit to send the ball ‘first time’</li> <li>Move the ball quickly from left to right to outwit a defender</li> <li>Use a variety of techniques to keep possession in a game</li> </ul>	<p>Football</p> <ul style="list-style-type: none"> <li>Turning with the ball</li> <li>Running with the ball quickly and effectively</li> <li>Passing on the move</li> <li>Create space by playing in a formation</li> <li>Perform a stepover to beat a defender</li> <li>Control a bouncing ball, keeping it close to the body</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>Know what non-locomotor means in a dance context</li> <li>Know what makes Bollywood</li> <li>Know the reasons you would use a floor pattern</li> <li>Know what line dancing is</li> <li>Know and perform steps in line dancing</li> <li>Perform a wall pattern</li> </ul>	<p>Handball</p> <ul style="list-style-type: none"> <li>The jump shot</li> <li>Keep goal by closing off angles to attackers</li> <li>Master the double fault rule and understand how it applies to dribbling</li> <li>Perform a pivot to create space to pass or shoot</li> <li>Practice set piece routines</li> <li>Apply new skills in a competitive situation</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>Run for speed and distance on our own and as part of a team</li> <li>Pacing our run over longer distances</li> <li>Different jumping styles and exploring which one we can jump further with</li> <li>Use the push-throw technique</li> <li>Exchange a baton within a restricted area</li> <li>Design a throwing, running and jumping activity for others</li> </ul>
Year 5 - Dahl	<p>Hockey</p> <ul style="list-style-type: none"> <li>Perform a block tackle to dispossess an attacker</li> <li>To use fast, accurate passes in the D to create scoring opportunities</li> <li>Mark an attacker closely to stop them from receiving the ball</li> </ul>	<p>Football</p> <ul style="list-style-type: none"> <li>Turning with the ball</li> <li>Running with the ball</li> <li>Passing on the move</li> <li>Maintain space</li> <li>Performing a step over</li> </ul>	<p>Handball</p> <ul style="list-style-type: none"> <li>The jump shot</li> <li>Keep goal by closing off angles to attackers</li> <li>Master the double fault rule and understand how it applies to dribbling</li> <li>Perform a pivot to create space to pass or shoot</li> <li>Practice set piece routines</li> <li>Apply new skills in a competitive situation</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>Know what non-locomotor means in a dance context</li> <li>Know what makes Bollywood</li> <li>Know the reasons you would use a floor pattern</li> <li>Know what line dancing is</li> <li>Know and perform steps in line dancing</li> <li>Perform a wall pattern</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>Run for speed and distance on our own and as part of a team</li> <li>Pacing our run over longer distances</li> <li>Different jumping styles and exploring which one we can jump further with</li> <li>Use the push-throw technique</li> <li>Exchange abaton within a restricted area</li> <li>Design a throwing, running and jumping activity for others</li> </ul>

	<ul style="list-style-type: none"> <li>Perform a sweep hit to send the ball 'first time'</li> <li>Move the ball quickly from left to right to outwit a defender</li> <li>Use a variety of techniques to keep possession in a game</li> </ul>				
Year 6 – Zephaniah and Milligan	<b>Hockey</b> <ul style="list-style-type: none"> <li>Shoot under pressure from close range</li> <li>Perform long corner routines as part of a team</li> <li>Use goal side marking to prevent an attacker getting closer to the goal</li> <li>Use a banana run to force an attacker out wide</li> <li>Use a hit out to successfully restart a game</li> <li>Apply new skills in a competitive environment</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>Set teammate up to shoot</li> <li>Deny space to attackers by marking in pairs</li> <li>To perform a penalty kick with power and accuracy</li> <li>To attack and shoot as a pair</li> <li>To perform the role as cover defender to stop the opposition attack</li> <li>Use close control under pressure to keep the ball</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Learn the technique of stag leap and rebound jump</li> <li>Explore relationships through dance and perform partner power lifts</li> <li>Compose a dance phrase based on the Hakka</li> <li>Choose and use suitable dynamics for the Hakka</li> <li>Link freeze frames to street dance style to create a short movement phrase</li> <li>Perform a top rock and slide step and perform confidently with a partner</li> </ul>	<b>Handball</b> <ul style="list-style-type: none"> <li>To play in a game without double dribbling</li> <li>To screen an opponent in a competitive environment</li> <li>To work on finding effective shooting positions around the D</li> <li>To show control of the ball when dribbling under pressure</li> <li>To counterattack into space with speed</li> <li>Develop decision-making skills in game situations</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Sprint start technique to increase running speed</li> <li>Three phases of the triple jump</li> <li>Heave throw technique and what it is used for</li> <li>Apply fartlek training in a parlauf race</li> <li>The scissor jump technique and when it would be used in athletics</li> <li>Record results and improve on them in a range of track and field events</li> </ul>

- The PE Hub has planning for Distanced PE (PE that can take place with minimal use of equipment) that Shoreditch Park will use as required over the academic year and in the case of poor weather and PE taking place inside the school building.

### Curriculum Impact

Shoreditch Park Primary School Evaluates the PE curriculum through summative assessment, which in turn informs planning. By the end of each key stage children should be able to display the skills taught at the end of their programme of study and be able to comfortably talk about their learning.

### Planning

All planning is accessed through [PE Hub](#).

Each unit has a knowledge organiser which can be used by the teacher and the children to understand how the unit builds on prior substantive and disciplinary knowledge.

**Knowledge Organiser: Year 5 Hockey**

**Prior Learning:** Learned about attacking as a team and moving toward a goal. Able to follow the basic rules for modified/mini hockey games. Learned how to pass, receive, control, dribble and shoot.

**Equipment needed:** Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.

**THE PE HUB**

**Unit Focus:**  
Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including in defence. Increase power and strength of passes, moving the ball over longer distances.

**Key Vocabulary/Skills**

Block Tackle.	Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.
Passing in the D.	
Apply marking in a game.	
Sweep shot to send over distance.	
Dragging the ball from right to left.	

**Key Questions:**

1. How can you as an individual player help build an attack towards the goal?
2. When you are marking in defence where should you position yourself?
3. If the ball hits someone's foot what happens?




**Rules:**

- To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.
- If the ball touches the back of the stick 'back stick' then the opposition get a free pass where the offence occurred.

**Head:** Apply basic defensive positions.

**Hand:** Able to combine basic skills such as dribbling and passing.

**Heart:** Work as a team to attack and defend.

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Each unit is divided into 6 lessons which are progressive and build on knowledge and skills learnt throughout the unit so that the children can achieve the unit focus and the linked National Curriculum objectives for their Key Phase.

## Lesson Overview

### Lesson 1

1. Explain the role of a defender in a competitive game
2. Use the block tackle in insolation
3. Apply basic defensive positions in a game

Start

**We are learning:** to perform a block tackle to dispossess an attacker

**Activity:** AFL task

**Learning Intentions**

**Success Criteria**

**National Curriculum Links**

**Literacy and Numeracy Links**

**Videos**

Print Page

**Year 5 Hockey Lesson 1**

Year 5 / Hockey / Lesson 1

Starter Activity

Flag tag – Each pupil should have a bib or tag hanging from their waistband that can easily be pulled from their person. Set children up in a designated area suitable for the number of children (you may wish to set up two separate games), with boundary lines or cones. The objective is for players to get as many 'flags' as possible from other players' belts in a specified amount of time. They may not hold on to their flags or prevent others from taking it. If a player has a flag in their hand but not in their waistband, they must place a flag in their waistband. This activity is a good introduction to children being close to one another to

Each unit has a head, hand and heart focus and the children are assessed on these objectives throughout the unit.


- Head = Disciplinary Knowledge (knowledge of the rules or strategy of the sport the children are learning to play.)
- Hand= Substantive Knowledge (physical skills needed)
- Heart = Team work and the ASPIRE Ethos (social skills associated with good sportsmanship)

### Assessment

Class Teachers and or the PE coach are required to take a minimum of one photo or video record of their class completing a unit objective.

In addition at the end of each unit the class teacher or PE coach completes a an assessment grid for each child in their class where they use their observations to assess if a child has not achieved, working towards or achieved each objective.

The assessment grid is a running record of each child’s progression within PE and will move up with them each academic year to support teachers to plan and build on children’s substantive and disciplinary knowledge each year.

	Head	Apply basic defensive positions in the game
		Know and apply the rules consistently in game situations
	Hand	Use a block tackle in a game
		Able to combine basic skills such as dribbling and passing
		Apply basic marking in a game situation
		Play in different positions with some success
		Drag the ball left to right with some control and consistency
	Heart	Use a range of skills to keep possession e.g., stop, control and send
		Work as a team to attack and defend
		Covering a variety of specific skills or concepts, discuss how they can improve



## Health and Safety

Health and good safe practice is always emphasised and each outside environment has an individual risk assessment in place. PE equipment is audited at the end of each unit and any large PE equipment is expected annually.

Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

## PE Kit

- Children are encouraged to wear appropriate PE clothing: Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are required.
- Waterproof, light weight sports jackets are also recommended.
- PE days are shared with parents through the half termly curriculum letter and children are encouraged and regularly reminded to bring P.E kits and
- Children are bare-footed for dance lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.
- Parents are informed through a slip (see overleaf) if their child has forgotten their PE kit. In upper KS2 children may receive a sanction for forgetting their kit.

<p>Shoreditch Park Primary School</p> <p>Bridport Place London N1 5JN Tel: 02077397973 Fax: 02076134682 Web: www.shoreditchpark.hackney.sch.uk</p>	<p>Headteacher: Penny Smith Deputy Head: Rachel Cleverton Assistant Heads: Natalie Ketchell, David Cunnely, James Scutt, Aisling Bevington, Simone Bunbury</p>	 <p>Inclusion Manager: Claire Keedy EYFS Phase Lead: Eloise Ewin School Business Manager: Georgia Carter</p>
<p>Dear Parent / Carer,</p> <p>Today _____ your child did not have their PE kit on their allocated PE day.</p> <p>Please do ensure that your child does bring their PE kit every _____ so they can engage in their PE lesson with their peers.</p> <p>Kind regards,</p> <p>_____</p>		

- Children PE kit will still participate in the lesson

### **Changing**

- Children are encouraged to change for PE independently from Reception and to ensure they look after their own belongings.
- In EYFS, KS1 and lower KS2 the children change in their classrooms supervised by their class teacher.
- In upper KS2 children change in single sex environments, supervised by an adult of the same sex as far as possible.

### **Jewellery and Hair**

- Wearing jewellery is not allowed at Shoreditch Park Primary School with the exception of stud earrings. Children must not wear any kind of jewellery in PE lessons, including watches.
- Children with medium/long hair are reminded to tie it up securely.

### **Weather**

- **It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible.** Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.
- Hall space is available for the PE lessons to continue to take place
- If a PE lesson is unable to go ahead then a standalone age appropriate lesson linked to the unit of work being covered will be taught instead.

### **Hygiene**

- Children are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2 linked to the RSE and science curriculum.

### **Staff dress**

- Staff should wear suitable athletic clothing when teaching PE and ensure they are modelling the expectations we have for our children engaging in PE lessons.

## PE Remote Learning Policy

If we are enforced into a period of lockdown in the future the following resources will be shared with classes via google classroom on a twice-weekly basis.

### EYFS and KS1

- Otie's Boogie Beebies <https://www.bbc.co.uk/programmes/m000jsds>
- Cosmic Kids Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

### KS1 and KS2

- Joe Wicks: The Body Coach Videos

<https://www.youtube.com/user/thebodycoach1/featured>

The NHS Change4life video also has lots of ideas and suggestions on how to keep fit and healthy

<https://www.nhs.uk/change4life>

### In the event of School Closure

In the event of school closure we recommend the above advice, however if you and your children are not self-isolating and have access to outside space do try to make use of it daily in line with any government guidelines.