



The PE Curriculum at Sheepscombe Primary School

The Sheepscombe School Community believes that:

Physical Education at Sheepscombe offers a fully inclusive breadth of activities to ensure physical fitness and exposure to competitive sports for all, far beyond the physical confines of a playground in a small rural village school. PE lessons are taught alongside a professional educational sporting provider, this allows access to an array of sports and activities. Inter school sport competitions are a regular feature, promoting values such as fairness and respect as well as supporting team ethos and individual achievement. Our aspiration is for all our pupils to attain certain physical fitness, for instance, by becoming confident and capable swimmers before they leave school. Beyond the lessons, regular active participation in physical exercise is enhanced not only through regular hike up to the Forest School as well as a range of activities including outdoor themed residential trips, running club and after school clubs that pupils could choose to participate in. At its heart, PE at Sheepscombe is focused on participation, range and breadth of offer

National Curriculum – Aims

The national curriculum for physical education aims to ensure that all pupils: develop 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

National Curriculum – Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils 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 values such as fairness and respect.

Early Years Foundation Stage

In the context of the Early Years Foundation Stage (EYFS), physical education aims to promote the overall development of young children. The EYFS is a framework followed in early years education in England for children aged 0-5 years. The specific aims for physical education in the EYFS include developing the following:

Gross motor skills development, Fine motor skills development, Physical fitness, Coordination and control, Spatial awareness, Confidence and social skills and Healthy habits.

These aims are achieved through a combination of structured physical education sessions, active play, outdoor activities, and the provision of appropriate equipment and resources that support children's physical development.

Subject content- Key stage 1

Pupils should develop fundamental movement skills, 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 should 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

Subject content- Key stage 2

Pupils should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success Pupils should 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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should 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

In EYFS and KS1 at Sheepscombe PE is primarily delivered through play-based and active learning experiences, ensuring that children enjoy and engage with physical activities developing their learning of a variety of skills, concepts, and knowledge related to physical development, movement, and overall well-being.

In Key Stage 2 at Sheepscombe we aim to provide a well-rounded PE education that promotes physical development, sports skills, teamwork, personal growth, and a lifelong enjoyment of physical activity. Children build upon the foundations laid in EYFS and KS1 and continue to develop their physical abilities, sports skills, and knowledge.

Merlin Class				Kestrel Class		Eagle Class	
Little Lambs	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills Develop a positive connection with PE, enjoying and having fun in each session, developing their gross and fine motor skills when performing basic	Skills Gain more confident and self-awareness when performing basic movements including running, jumping, throwing, and catching.	Skills Become more confident when performing basic movements including running, jumping, throwing, and catching. Gym	Skills Master basic movements including running, jumping, throwing, and catching. Gym	Skills Use running, jumping, throwing and catching with increasing success in isolation. Games	Skills Use running, jumping, throwing, and catching with success in isolation and in combination. Games	Games Play competitive games, modified where appropriate (e.g. cricket, football, hockey, netball, rounders and tennis) and show principles suitable for attacking and defending. Gym	Games Play competitive games, modified where appropriate (e.g. cricket, football, hockey, netball, rounders and tennis) and have a confident understanding of the principles suitable for attacking and defending. Gym

movements including running, jumping, throwing, and catching. Gym Develop body and special awareness when moving in a range of ways as well as developing self-confidence and self-esteem. Games Participate in non-competitive games developing understanding and following a set of rules, individually and as a part of a team, practicing turn-taking, sharing, and playing cooperatively. Dance Perform dances using simple movement patterns, developing control and coordination in large and small movements.	Gym Begin to develop control and coordination when performing movements showing self-confidence and Self-awareness. Games Participate in team games, practicing turn-taking, sharing, and playing cooperatively. Dance Perform dances using simple movement patterns, showing control and coordination in large and small movements.	Begin to develop movements showing balance and co-ordination. Games Participate in team games. Dance Perform dances using simple movement patterns.	Develop balance, agility and co-ordination and begin to apply these in a range of activities. Games Participate in team games, developing simple tactics for attacking and defending. Competition Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Dance Perform dance using learned movement patterns.	Play competitive games, modified where appropriate (e.g. cricket, football, rounders and tennis) and begin to apply basic principles suitable for attacking and defending. Gym Develop flexibility and balance [e.g. through gymnastics] Dance Perform and create dance routines using a range of movement patterns. Comment on the effectiveness of their own and others routines. Competition Begin to communicate, collaborate, and compete with each other. Outdoor Adventurous Activities Experience outdoor and adventurous activity challenges both individually and within a team. Swimming Swim 25 metres using strokes effectively.	Play competitive games, modified where appropriate (e.g. cricket, football, hockey, rounders and tennis) and apply basic principles suitable for attacking and defending. Gym Show flexibility, control and balance [for example, through gymnastics] Dance Perform and create dance routines using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve a personal best Competition Be able to communicate, collaborate and compete with each other. Outdoor Adventurous Activities Experience outdoor and adventurous activity challenges both individually and within a team. Swimming Swim 25 metres using strokes effectively.	Show flexibility, strength, control and balance [for example, through gymnastics]. Dance Perform and create dance routines using a range of more complex movement patterns. Critically compare their performances with previous ones and demonstrate improvement to achieve personal best. Outdoor Adventurous activities Increase confidence in outdoor and adventurous activity challenges both individually and within a team. Competition Successfully communicate, collaborate and compete with each other. Swimming Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course).	Show increased flexibility, strength, technique, control, and balance [for example, through gymnastics]. Dance Perform, create and memorise dance routines using a range of more complex movement patterns. Outdoor Adventurous Activities Confidently take part in outdoor and adventurous activity challenges both individually and within a team. Evaluate performance Critically compare their performances with previous ones and demonstrate improvement to achieve personal best. Competition Communicate, collaborate, and compete with each other fairly beginning to organise and referee own games. Swimming Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course).
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Planning, Delivery and Assessment



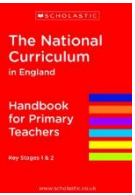
Our PE is delivered alongside Atlas Sports coaches in conjunction with Class teachers and our PE subject leader, who also plays competitive sport to a high level. We make use of the Atlas’ PE Pal app for planning and assessment. The PE Pal app uses 50 ever-evolving schemes of work, made up of over 300 lesson plans to deliver super active, fast paced, engaging activities. These schemes of work have been produced by physical education experts and cover the EYFS, Key Stage 1 & Key Stage 2 curriculum. Each of the topics comes fully loaded with 6 weeks’ worth of proposed, content meaning children will be delivered a new and engaging lesson each session with skills that are built upon and revisited to ensure that skills are secure and then moved forward. Each of the schemes focusses on developing the 'whole child', taking into consideration the key developmental areas, and as a result, the lesson plan's success criteria, ‘I Cans’, revolve around the 4 Pillars of PE:

- **Technical** - The technical ‘I Cans’ focus on the development of technique within a given skill. For example, ‘I can point at my target when throwing overarm’.
- **Tactical** – The tactical ‘I Can’ statements focus on developing tactical skills. Through small-sided games throughout EYFS, KS1 and KS2 there is a huge emphasis on independent and team-led investigation when developing tactics to outwit opponents.
- **Physical** - PE Pal aims to get children active for at least 80% of their physical education lessons. All of the schemes of work place a huge focus on the physical ‘Pillar of PE’, as this is the fundamental underpinning of any successful PE lesson. An example of an ‘I Can’ from this pillar could include ‘I Can keep going when I get tired’.
- **Personal & Social** – The personal and social ‘Pillar of PE’ focuses on assessing children on their ability to work well as a team, be encouraging, empathetic, honest and sportsmanship, building towards the creation of a well-rounded sports performer.

National Curriculum - The physical education national curriculum for KS1 and KS2, along with the Early Years Framework and the non statutory ‘Development Matters’ framework for EYFS, outlines the minimum content children should experience in PE at primary school. PE Pal uses this and goes beyond to create ‘I Can’ statements and Pillars of PE which include each part of all curriculum areas throughout the schemes of work. Each of the ‘I Can’ statements are linked directly to the national curriculum ensuring that the sessions being delivered are in line with the national frameworks.

PE Assessment – The PE Pal app enables ‘one touch’ pupil assessment. This is done through checking off each of the ‘I Can’ statements for the games that are being delivered by checking either: red, amber, green or platinum. We use: Red, amber, green and platinum as our 4 points of assessment. Red being ‘someway off meeting expectations’, amber being ‘just off expectations’, green being meeting expectation and platinum being ‘exceeding expectations’.

Tracked Pupil Progress - Once the pupils have been assessed PE Pal organises all assessment data that has been recorded and automatically generates a 'pupil dashboard'. These dashboards contain a full overview of all assessments ever recorded for that pupil in 4 spinning wheels representing the 4 ‘Pillars of PE’. Each pupil dashboard gives an overview of their current success in the 4 Pillars of PE, as well as keeping a full log of every ‘I Can’ they have ever been assessed against in their very own Pillars of PE record.



Statutory framework for the early years foundation stage
Setting the standards for learning, development and care for children from birth to five
Published: 31 March 2021
Effective: 1 September 2021

Competitions/Enrichment



- Over the course of the school year, we sign up to, and take part in, a wide range of sporting competitions and events provided and run by Atlas Games and the School Games network, spanning KS1 and KS2.
- In the school year of 22/23, we have participated in KS2 Football Festival, KS1 Multi-Skills Festival, KS2 Sports Hall Athletics, Year 5/6 and Year 3/4 Netball Festival, KS2 Swimming Gala, KS1 Endball Festival, KS2 District Cross Country, KS2 Mountain Biking Event and KS2 District Small Schools Track and Field Event. We have also taken part in previous years in the Dance Festival
- Within the school year we organise and deliver an inclusive sports day and summer games day for the children across the school to participate in.
- All the children across the school spend a half term developing and building on their gymnastics skills. KS2 create from this their own gymnastics routines which they showcase to their class in small groups. They have the opportunity to video themselves to evaluate their own performance and to plan next steps.
- Within the summer term in the build-up for the school play the children have further opportunity to build on their dance skills in learning routines and dances to perform. Children choreograph dances from scratch and we often utilise the skills of professional dancers.
- We provide an after-school sports club at least once a week where children play and participate in a wide range of activities suitable for mixed age groups.
- Each week we provide Thursday morning running club, in which children are given the opportunity for a short run utilising the Ebworth Estate before set lessons begin. This has been very popular with the children in KS2. We are looking at developing this for KS1 to be involved in as well as potentially looking to develop a morning walking club as well.
- EYFS and KS1 children participate in a Friday afternoon yoga session which helps the children to develop their physical development, emotional well-being, concentration and focus, social skills, self-awareness, mindfulness, and relaxation.
- Within the school year we take the children in years 3 and 4 off site for a block of swimming lessons along with any children (if we have any) from year 5/ 6 who cannot swim at least 25m comfortably. This also includes self-rescue and rescue sessions.
- We broaden our offer via of Outdoor and Adventure sessions also through our annual residential where we take years 3, 4, 5 and 6 each year. Children attend 4 times whilst at Sheepscombe school – this includes a range of activities including body boarding, zipline, climbing, crate stack, mountain biking, archery and mud run.
- EYFS have taught sessions and play based sessions using balance bikes to develop a range of skills.
- Community projects that have recently been organised by the Friends of Sheepscombe School that have a sport based focus are the 1000km cycle and the 1000 push up challenge.