

SPPS Handbook for PE

2026-2027



Shoreditch Park
Primary School

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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

‘Healthy Living’ assemblies take place termly and are led by the PE lead. healthy living is celebrated and children are exposed to a range of different ways in which they can live a healthy lifestyle.

Contingency

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.




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.	

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.

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.

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.



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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

  Hockey	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
		Use a range of skills to keep possession e.g., stop, control and send
	Heart	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.

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Inclusion Manager: Claire Keady
EYFS Phase Lead: Eloise Erwin
School Business Manager: Georgia Caton

Dear Parent / Carer,

Today _____ your child did not have their PE kit on their allocated PE day.

Please do ensure that your child does bring their PE kit every _____ so they can engage in their PE lesson with their peers.

Kind regards,

- 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.