

PE at Sherard

Covid-19 secure revised programme of study-
Autumn term 2020-21

Rational for revised PE coverage

The following document gives details of how the PE curriculum at Sherard has been adapted in response to current government guidance regarding the Covid-19 pandemic. Due to the need for increased hygiene measures, continued social distancing and limits on sharing of equipment, it has been decided by the PE team and SLT that certain areas of PE would not be appropriate at this time. Therefore, the most appropriate modules have been selected, and adaptations made where necessary, to ensure that PE can proceed in a Covid secure way.

The information in this document only refers to the autumn term, beginning August 26th, 2020 and ending in December. Government guidance is constantly changing, and it would not therefore be appropriate to plan beyond the first term. The document will be revised during December 2020, ahead of the spring term (or earlier, should there be a need to tighten/ change measures).

In planning for the autumn term, various documents have been referred to, including 'Guidance for full opening: schools' (last updated 7th August) and 'Guidance for the public on the phased return of outdoor sport and recreation in England' (last updated 17th July 2020), as well as supplementary reading from the Association for Physical Education (AfPE) and the Youth Sports Trust (YST). These have been used to design an approach which best responds to the anticipated needs of children returning to school after a prolonged period of potential inactivity, whilst maintaining strict hygiene measures. In accordance with the guidance, PE will also take place outside as much as possible.

Guidance from the YST indicates that, as a result of lockdown restrictions, children may have experienced: loss of functional capacity and movement competence; feelings of loneliness, social isolation, anxiety, bereavement and trauma; extended periods of inactivity and a loss of motivation and confidence (see Appendix B). In response to this, PE lessons will have a large focus not only on physical health, but also on social and emotional health. Lessons will also remain inclusive and accessible to all children, including those with specific learning and physical needs. This remains in keeping with the holistic approach adopted by Sherard which aims to develop children's: fitness and physical literacy; decision making and problem solving; fair play, leadership, and mental attitude towards physical activity; confidence and socialisation skills.

Swimming will continue to be taught in Year 5. Plans currently indicate that children will return to swimming lessons in the week commencing 5th October. Assessments will be carried out and children will be put into groups according to the swimming confidence. Groups will then swim on alternate weeks, ensuring that only one group per week is using the pool facilities. This will allow pool staff to adhere more easily to their own increased cleaning guidelines, and will minimise risk for cross contamination, with only one group swimming per week.

If, at any point, it becomes apparent that a particular measure or approach is not working, or if changing guidance means that measures are no longer appropriate, the programme of study will be reviewed and adapted as needed.

PE coverage- Autumn Term 2020-21

As per government guidance (see Appendix A), it has been decided that PE will take place outside as far as possible. For this reason, curriculum coverage has been reorganised to better suit outdoor learning and the following modules will be covered in the autumn term:

Note: although modules have been chosen as they best lend themselves to social distancing, teachers need to be aware that it may still be necessary to adapt some of the activities suggested in the Merton Scheme. Teachers must look at the planning ahead of time and ensure that they are prepared with adaptations if needed.

EYFS/ Pink Seahorses:

Transition activities and body awareness unit from the Merton Guidance.

Key Stage 1/ Pink and Purple Seahorses:

Autumn 1	Autumn 2
<p>Lesson 1: Athletics (with a focus on personal challenge) Merton Unit 1:</p> <p>Children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p> <p><i>Adults should refer to hygiene and safety guidance when planning activities which require the use of equipment.</i></p>	<p>Lesson 1:</p> <p>Dance Merton Unit 1 (year 1): Children focus on spatial awareness and being able to move confidently and safely in their own and general space, whilst exploring basic agility, balance and coordination skills.</p> <p>Dance Merton Unit 1 (year 2): Children explore, remember, repeat and link a range of actions with coordination and control. They compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings.</p>
<p>Lesson 2: Games Activities Unit 1 (Autumn 1) and Unit 1 (Autumn 2)</p> <p>Year 1 Games: Children develop basic game- playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton) and games based on striking and fielding (like rounders and cricket).</p> <p>Year 2 Games: Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space and score points.</p> <p><i>Adults should refer to hygiene and safety guidance when planning activities which require the use of equipment, especially where children are working in pairs (this is permitted in government guidance- see Appendix A).</i></p>	

Key Stage 2/ Purple and Plum Seahorses:

Autumn 1	Autumn 2
<p>Lesson 1: Outdoor adventure</p> <p>Year 3/4: Children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games.</p> <p>Year 5/6: Children learn how to work with and communicate with others and are able to delegate roles within a team. They also will know how to read and interpret the scale of a map as well as having the knowledge of how to orientate a compass when undertaking a journey.</p> <p><i>Adults should refer to hygiene and safety guidance when planning activities which require the use of equipment, especially where children are working in pairs (this is permitted in government guidance- see Appendix A).</i></p>	<p>Lesson 1:</p> <p>Year 3/4: Children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time involving using different styles and combinations of running, jumping and throwing.</p> <p>Year 5/6: Children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p> <p><i>Adults should refer to hygiene and safety guidance when planning activities which require the use of equipment, especially where children are working in pairs (this is permitted in government guidance- see Appendix A).</i></p>
<p>Lesson 2:</p> <p>Games: Current government guidance states that, whilst groups of up to 6 can meet to play sport, that sport must not include invasive or tactical manoeuvres. In short, participants must maintain the 2M guidance and not invade each others' space (this is particularly important in sport as exercise leads to increased expiration and perspiration which have been identified as key components in transferring the virus). Guidance does indicate that groups can meet to practice passing and receiving. We have therefore decided to make this the focus of our games lessons for the first term. To ensure there is still progression, years 5 and 6 will also focus on goal scoring and aspects of defending that can be done whilst remaining socially distanced.</p> <p>Instead of focusing on a single sport for a half term, we will complete 2-3-week mini units on each of the sports that year groups would usually study throughout the year. Each unit will focus on individual ball control, spatial awareness and agility, and passing and receiving in small groups. Games allocated to each year are as follows:</p> <p>Year 3: Hockey, Football, Netball, Tag Rugby, Cricket</p> <p>Year 4/6: Basketball, Football, Netball, Tennis, Rounders</p> <p>Year 5: Hockey, Tag Rugby, Cricket</p> <p>3 Week sequence of learning Years 3 and 4:</p> <ul style="list-style-type: none"> • Week 1: Focus on independent ball and movement skills- do children know how to move in a space? Do they know how to travel with the ball in the context of the game being practiced? Do they demonstrate good ball control? • Week 2: Focus on passing and retrieving in pairs/ groups of three: do children know how the ball should be passed in the context of the game being practiced? Do they have the skills needed to pass/ retrieve the ball? Are they able to do this with accuracy? In games where there is more than one way to pass (eg. Netball) can they perform all of these successfully? • Week 3: Focus on opportunities for competitive play- Can children apply the skills they have learned to competitive situations? This could include personal challenge (how many times can you... in a minute) Paired challenge (how many times can you pass the ball without dropping) etc. 	

3 Week sequence of learning Years 5 and 6:

- Week 1: Focus on recapping independent ball and movement skills and passing and retrieving- do children know how to move in a space? Do they know how to travel with the ball in the context of the game being practiced? Do they demonstrate good ball control? Do children know how the ball should be passed in the context of the game being practiced? Do they have the skills needed to pass/ retrieve the ball? Are they able to do this with accuracy?
- Week 2: Focus on scoring and defending a goal- do children understand how a goal is scored in the context of the game being practiced? Do they know and can they apply the skills involved in scoring a goal? Do children know how to defend a goal in the context of the game being practiced? Can they apply the skills needed to defend a goal? *In this situation, it is important that children remember they may defend the goal area but must not invade the personal space of their partner.*
- Week 3: Focus on opportunities for competitive play- Can children apply the skills they have learned to competitive situations? This could include personal challenge (how many times can you... in a minute) Paired challenge (how many times can you pass the ball without dropping) etc.

For these lessons, it will not be possible to completely follow the Merton Scheme sequences of learning. It may be possible to extract some individual lessons in the sequence. But teachers will need to be prepared to adapt and plan much of the content themselves. Please refer to the bank of ideas provided within this document to support planning, and contact the PE leads with any questions.

PE Lesson Format 2020-21

As indicated in YST guidance (see Appendix B), children are likely to have experienced loss of physical literacy, including both fine and gross motor skills, long periods of inactivity and loss of functional capacity (fitness and stamina) as a result of lockdown. With this in mind, lesson format has been adapted to include a 10-minute period of sustained physical activity at the beginning of every session.

In addition, the YST Teaching Tips (see Appendix C) states that PE lessons should remain 'active but learning focused' and should 'celebrate success'. We will therefore maintain the school-wide focus on vocabulary and transferable learning, in addition to giving children opportunities to discuss and celebrate their own progress. PE lessons at Sherard will now proceed as follows:

10 minutes: HIIT (High intensity interval training) style warm up. <i>(Adapted to be suitable to the age group and needs of the children)</i>	<p>Children will take part in a sustained period of physical activity to warm up the body and increase cardiovascular stamina.</p> <p>HIIT style activity generally revolves around the idea of 30 seconds of high intensity activity and 10 seconds rest. Timings can be adjusted to suit the needs of the class.</p> <p>Within the 10 minutes there should be:</p> <ul style="list-style-type: none">• 1-2 minutes of activities which gradually increase in intensity. Eg. Marching on the spot, jogging etc. to give the body a chance to warm up gradually.• 2-3 minutes of light, dynamic stretching.• 5-6 minutes of higher intensity exercise. This must remain inclusive, so it is good practice to give lower impact options for those who require it to follow. <p>If you are unsure, see section on teaching ideas for further guidance.</p>
5 minutes: Sharing the WALT and discussing vocabulary	<p>As with all other areas of the curriculum, children must be made aware of the WALT so that they understand what they are working towards.</p> <p>Teacher may wish to briefly discuss any vocab that they have already learned during the unit, and any new vocabulary that may come up during the lesson.</p>
30-35 minutes: Teaching, practicing, and applying skills	<p>Children should have ample opportunity during this portion of the lesson to work practically, exploring and practicing new skills.</p> <p>They should also have opportunities for self and peer reflection, and opportunities to build on and improve skills.</p>
5 minutes: Evaluation and cool down	<p>Children should be given the opportunity to reflect on what they have learned and discuss how well they feel they have achieved the WALT. Ideally, this discussion should be largely child led, but this skill may need to be taught and built upon throughout the term.</p> <p>Children should also take part in a quick cool down, which could consist of more light stretching and breathing exercises.</p>

PE Non-Negotiables- Autumn Term 2020-21

The following non-negotiables have been put in place to ensure that a high standard of PE is still taught to children, whilst remaining mindful of Covid-19 safety guidelines. Teachers need to be aware of these and ensure they are happening in all lessons, as they will be the basis of monitoring observations during the first term. Non-negotiables are as follows:

- Staff must adhere to the strict cleaning and hand hygiene practices outlined in this document (see 'Health, safety and hygiene') to ensure that PE lessons remain Covid secure.
- It should be evident in lessons that there is a focus on consolidating fundamental movement skills and rebuilding children's cardiovascular health and stamina, in response to the YST guidance (see Appendix B).
- It should be evident in lessons that there is a focus on encouraging personal challenge and excellence, as well as celebration of success and self-confidence, in response to the YST guidance (see Appendix B).
- Careful thought should be paid to the children's learning journey and teachers should use documents such as the Merton Scheme and the PE Progression Document to identify where key skills may have been missed from the previous year due to lockdown. It may be necessary to teach these first.
- There should be a continued focus on subject specific, accurate vocabulary, as well as transferable knowledge which builds on skills learned in previous years.
- Learning journeys should continue to be evidenced in classrooms by displaying WALTs on the wall. Teachers may wish to have a separate working wall for their PE timeline- if they have the space- but this is not compulsory, so long as WALTs are given an area on the Big Question wall and displayed clearly.

Health, Safety and Hygiene- Autumn Term 2020-21

In accordance with government guidance on the reopening of schools, the following guidelines have been discussed and decided by the PE Team and SLT. It is imperative that these guidelines are adhered to, without fail, in order to protect the health and safety of children and adults in school. The guidance has been split into 2 sections: 'general' measures, and 'equipment' measures:

General Health, Safety and Hygiene Measures:

PE Kit	Children will arrive at school on PE days wearing their kit and will remain in their kit for the whole day. Children with long hair must tie their hair back to reduce the temptation to touch their face. This eliminates issues around social distancing whilst changing and having extra items of clothing in school.
Venue	As far as possible, all PE lessons should be taught outdoors, utilising one of the many outdoor spaces. Where weather makes this impossible, PE should be taught in large spaces (ie. One of the halls) to ensure appropriate social distancing can still take place. PE must never take place in the classroom. This will reduce the risk of droplet transmission during periods of increased perspiration and expiration.
Hand washing	Children and adults will be required to wash or sanitise their hands before and after PE lessons. A bottle of hand sanitiser should also be taken out for children to use if needed. This will reduce the risk of germ transferal.
Consistent groups	Children should remain in their own bubble during PE lessons, meaning that classes must not be taught together. It is also best practice to keep partners or small groups within the lesson consistent, although these can change from week to week. This will reduce the risk of cross- contamination.
Physical contact	Games should not involve physical contact of any sort with an opponent or team. Invasion aspects of teaching have been temporarily suspended and children should remain socially distanced from anyone they are working with.
First aid	If a child sustains an injury during a PE lesson which requires first aid, adults should comply with first aid guidelines already in place. The child should go, or be taken if an additional adult is available, to the designated first point, where they will be treated by a qualified member of staff, who will be wearing appropriate PPE.
Behaviour	Children must comply with health, safety and hygiene guidelines. The behaviour policy already in place must be followed where children are actively and purposely not following health, safety and hygiene guidelines.

Health, Safety and Hygiene Measures for Use of Equipment:

Government guidance indicates that equipment **can** be used and shared during PE lessons (see Appendix A). However, the following guidance must be adhered to:

Cleaning equipment	Any equipment being used during a lesson must be thoroughly sprayed at the beginning and end of the lesson, using antibacterial spray. This includes any containers that equipment is kept in. This will reduce potential cross contamination between bubble groups.
Group numbers	For activities where there is direct contact between the ball and the hands, children must work in pairs, with a group of 3 being allowed if there is an odd number. For activities where the ball is controlled using another piece of equipment (eg. Hockey, tennis etc), children may work in groups of 4, with a group of 5 being allowed if there is an odd number. This will help to contain the spread of potential germs.

Using equipment	<p>For activities where children must directly handle a ball (netball, basketball etc) both children in the pair are permitted to touch the ball. They will have washed their hands before and after the lesson, and adults will have ensured that the equipment is disinfected both before and after use. Children must be reminded not to touch their face during the lesson.</p> <p>For activities where the ball is controlled by another piece of equipment, each group should nominate one child to oversee handling the ball, and only that person will have direct contact with the ball. All children in the group should have their own hockey stick, racquet etc. This will help to contain the spread of potential germs.</p>
Retrieving equipment	<p>Should a ball or other piece of equipment be dropped or roll away from the pair/ group, a member of that pair/group should be in charge of retrieving it. It is important that the equipment is not picked up and handed back by a member of another group, as tempting as it may be to do so.</p> <p>Children need to remain aware of what is going on around them and, should a piece of equipment enter their playing space, they should step back and give the person retrieving it space to do so.</p> <p>This will help to contain the spread of potential germs.</p>

Examples of Exercises for HIIT Starters

Exercise:	Adapt for lower impact:	Adapt for more challenge:
Jogging on the spot: A slow run on the spot- challenge children to see if they can kick their buttocks.	March on the spot.	High knee runs.
Squats: Stand with feet hip width apart. Sink down as if sitting on an imaginary chair. Children should tighten their core and buttock muscle to perform the move safely.	Reduce the depth of the movement.	Once at the bottom of the movement, ascend into a jump.
Boxing punches: Standing with feet in straddle position, alternate left arm- right arm punches in front of body.	Perform the movement at a slower pace.	Bend knees into a wide legged squat and perform movement in this pose.
Jumping jacks: Start with feet together and arms by side. Feet shoot out to straddle as arms reach above head. Then return to start position.	Step one leg out to the side at a time and return it to the middle before repeating on the other side.	Full star jumps.
Jumping on the spot: As suggested.	Reduce the height of the jump.	Tuck jumps.
Long jump: In their own space, start in a squat position and use this to propel the jump forward. Then perform a half turn jump and repeat in opposite direction.	Reduce the length of the jump and step to turn around instead of jumping.	Perform a burpee after each long jump.
Squat thrusts: Start in plank position. Jump knees in towards chest and back out.	Take a short pause between each stage of the exercise. Eg. Jump legs in, pause, jump legs out, pause.	Between each complete movement, perform a 'plank jack' where the legs jump out to the side and back in.
Mountain climbers: Similar to squat thrusts, but legs alternate coming in towards chest, as if running, but in the plank position.	Starting in plank, step one leg in towards the chest, then return it to the start position before repeating with the other leg.	Perform the exercise as quickly as possible.
Burpees: Start with squat, place hands on the floor and shoot legs out into plank. Jump legs in as in a squat thrust. Stand and complete the exercise with a jump.	Perform the exercise without the jump at the end, take a short pause between each repetition.	Swap the jump at the end for a tuck jump
Ski jumps: With feet together, bend knees slightly and jump to the side, landing with bent knees. Should take off on 2 feet and land on 2 feet.	Perform the exercise using a 1-1 side jump instead of 2-2.	After each ski-jump, perform a 2-2 jump on the spot.

Variations on classic HIIT format:

EMOM- Stands for 'Every Minute on the Minute'. Children are given a sequence of exercises to complete (eg. 20 mountain climbers, 10 jumping jacks, 5 burpees) and a minute to complete them. Once they complete the sequence, they use the rest of the minute to rest. The quicker they complete the sequence, the more rest time they get before the next minute starts and they complete the sequence again.

AMRAP- Stands for 'As Many Reps As Possible' - Children complete a single exercise as many times as they can in a given time frame.

Ideas for KS2 Games Activities

Independent skills (week 1):

- Looking for and moving into a free space
- Working with/ controlling the ball on the spot:
 - Dribbling the ball with 1 hand and from one hand to another (basketball)
 - Bouncing the ball off the racquet and bouncing it between the racquet and the floor (tennis)
- Traveling with the ball:
 - Football, basketball, hockey etc: dribbling around the space, dribbling the ball around and between cones
- Netball: children cannot move with the ball so may work with a partner. Children can practice running into a space and stopping when their partner throws the ball to them. Children should also practice different types of landings:
 - Landing on right foot (right foot becomes 'stuck')
 - Landing on left foot (left foot becomes 'stuck')
 - Landing on 2 feet (child can choose which foot becomes 'stuck')
- There will be some sports where this week won't be appropriate- eg, rounders, cricket. Adults should progress straight to week 2

Passing and retrieving (week 2 for 3/4, week 1 for 5/6):

- What passes do we know that we can use in this sport? Can you show me?
- Breaking down the precise skills required to perform a pass and to retrieve a ball.
- Increase the distance- children start by standing 2m from their pair, as they grow in skill, they increase the distance. How far can they get before they drop the ball?
 - Children could discuss whether all passes lend themselves to a wider distance. Eg. Is it sensible to try and perform a chest pass in netball, if you are stood at opposite ends of the court?
- How many times can you complete this pass with your partner in a minute? Can you beat your personal best?
- Cricket and rounders: children take it in turns to practice bowling for their partner and striking the ball. How many consecutive hits can they make?

Scoring a goal and defending the goal (week 2 year 5 and 6):

- Breakdown and discuss the skills needed to score and defend a goal
- Children take it in turns to try and score/ defend the goal. Emphasis should be on defending the goal area rather than invading their partners space. Eg. In basketball and netball, they must wait for the ball to leave their partners hand before they try to intercept.
- In netball: groups may have to work in circuits and take it in turns to use the hoops. Basketball hoops can be used as long as children do not count any goals which hit the backboard. Other groups could be working on consolidation of previous week's skills.
- In basketball: Groups will have to work in circuits and take it in turns to use the hoops. Other groups could be working on consolidation of previous week's skills.
- Cricket/ rounders: children take it in turns to bowl for their partner. The bowler tried to catch the batter's ball before it hits the ground to 'catch the batter out'. In cricket, you may also like to take it in turns to allow groups to use the wickets.

Competitive activities:

- Can you beat your own personal best?
- AMRAP- As many repetitions as possible in a minute
- Partner relays- eg. Basketball: Dribble the balls between some cones, pass the ball to partner who must then dribble the ball back to the other side. Which partner group finishes quickest?
- How far can you increase the distance?
- How many passes/goals can you achieve without missing?

Long term contingency planning

Looking beyond the Autumn Term

Ideally, PE will be able to progress as indicated in the 2020-21 Big Picture. However, should government guidance indicate that certain units are not possible at all this year, provisions will be made.

This may include children studying units from the next year group up, and then continuing with areas that they have not been able to study this year in 2021-22. For example, if it is not possible to complete gymnastic units due to continued social distancing, children may study Outdoor Adventure again in the Summer Term (focusing on the next year group objectives), then complete two years' worth of gymnastics in the next academic year.

This will be decided at an appropriate time, in accordance with ongoing government guidance.

Appendices:

Guidance for full opening: schools

Updated 7 August 2020

Physical activity in schools

Schools have the **flexibility to decide** how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. **Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.**

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Schools should refer to the following advice:

- [guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroots sport
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.

Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.

Sharing Equipment

Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. **That position has now changed for the autumn term,** because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. **Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.**



Primary Physical Education Response to COVID-19

Helping children recover from the consequences of lockdown and COVID-19 delivery ideas

	Lockdown restrictions might cause pupils' to return to school with:	Suggested activities linking to the primary Physical Education National Curriculum*	Intent (In response to Covid-19)	
	Loss of functional capacity	<ul style="list-style-type: none"> Athletics (KS1 and KS2 running, throwing and jumping) Fitness Circuits (KS2 Health Related Exercise) Fundamental Movements Skills (KS1 locomotion) 	<ul style="list-style-type: none"> To build stamina, strength & flexibility 	
	Lacking movement competence	<ul style="list-style-type: none"> Skills based activities (KS2 games and KS1 ball skills) Movement and agility activities (KS1 locomotion) Create movement patterns (KS1 and KS2 dance) 	<ul style="list-style-type: none"> Increase in basic movements (agility and coordination) stability (balance) and object control 	
	Suffering loneliness, social isolation and lack of belonging	<ul style="list-style-type: none"> Activities which focus on communication and collective performance (Outdoor Adventurous Activities including, team building* and problem solving) 	<ul style="list-style-type: none"> Social interaction, connection, collaboration, and teamwork 	
	Anxiety, bereavement, trauma or stress	<ul style="list-style-type: none"> Play (maximise Physical Activity opportunities) Walking including the daily mile Yoga, Tai Chi or Dance 	<ul style="list-style-type: none"> Controlling breathing, controlling emotions and mindfulness Self expression, how they are feeling 	
	Inactivity (too much time indoors)	<ul style="list-style-type: none"> Outdoor adventurous challenges (Scavenger hunts) Athletics (KS1 and KS2 Running, Throwing and Jumping) Personal Challenges 	<ul style="list-style-type: none"> Connection with the environment and regaining perspective 	
	Lack of motivation and confidence	<ul style="list-style-type: none"> Personal Challenges to achieve their personal best (KS1 and KS2 athletics, KS1 locomotion and KS2 games) 	<ul style="list-style-type: none"> Engaged, confident and showing a willingness to try new things 	

NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practice guidelines.



Primary (FS/KS1) Physical Education Response to COVID-19

Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas



Lockdown restrictions might cause pupils to return to school with:	Intent (In response to COVID-19)	Teaching Considerations	Activities for FS/KS1 pupils with Physical Disabilities	Activities for FS/KS1 pupils with PMLD	Activities for FS/KS1 pupils with ASD/Learning Disabilities
Possible increase in dependence on limited groups due to lack of social contact	Re-enabling relationships with others	<ul style="list-style-type: none"> Risk assessments for individual pupils All equipment personalised and cleaned 	<ul style="list-style-type: none"> Fun turn taking/target games as a team/pair to achieve a goal together (i.e. knocking over skittles) Boccia/Kurling 	<ul style="list-style-type: none"> Circle games or working individually with an adult to achieve a task 	<ul style="list-style-type: none"> Non-complex repetitive activities with easily cleaned equipment and a TA. Use music and dance moves which they identify with
Loss of physical literacy: Fine/gross motor skills or cardiovascular stimulus	Increase physical literacy through exploration	<ul style="list-style-type: none"> Correct local guidelines and PPE used if in close contact where possible Clear visual directions through signs, symbols etc 	<ul style="list-style-type: none"> Fun based circuit games or floor based activities following a course or direction Throwing, pushing/rolling objects onto a target 	<ul style="list-style-type: none"> Sensory circuits which may involve following a course or bringing activities to pupils 	<ul style="list-style-type: none"> Individual activities like scoot boarding with a TA. Obstacle activities moving under or over, fast or slow
Less motivation to take part in activity or therapy. Lack of structure/routine	Building confidence and self-esteem using engaging activities to establish routines	<ul style="list-style-type: none"> Prepare pupils before activity using social stories and circle time to establish routine and make them feel safe All activity delivered using Government and afPE guidelines Use story themed approach exploring fundamental movement skills 	<ul style="list-style-type: none"> Slaloms or relays Gymnastics taking turns Individual soft play to encourage movement 	<ul style="list-style-type: none"> Fun floor programmes knocking over objects, kicking objects and pushing objects 	<ul style="list-style-type: none"> Individual sensory activities linked to calming, alerting or awaking with TA support
Dependence on close family has affected vital early communication skills. Home attachment behaviours leading to tearfulness and anxiety	Using communication effectively to express emotions through physical activity		<ul style="list-style-type: none"> Circle games, passing a ball or other object around body using communication/signs/boards 	<ul style="list-style-type: none"> Picture based target activities and games that involve choice or yes/no answers. Use star stickers for awards 	<ul style="list-style-type: none"> Travel to a picture of family and home with a trusted adult like a teacher or a TA Individual weighted lap belt or blanket



NB: All activities should follow Government Guidance in response to COVID-19 and afPE COVID-19 guidance.



Primary (KS2) Physical Education Response to COVID-19

Helping children with SEND recover from the consequences of lockdown and COVID-19 delivery ideas



Lockdown restrictions might cause pupils to return to school with:	Intent (In response to COVID-19)	Teaching Considerations	Activities for KS2 pupils with Physical Disabilities	Activities for KS2 pupils with PMLD	Activities for KS2 pupils with ASD/Learning Disabilities
Possible reduction in confidence in relationship building due to isolation and loss of social interaction	Building friendships through activity and remembering to share and turn take	See FS/KS1 plus: <ul style="list-style-type: none"> Use visual resources such as Chateez cards for each activity Consider reflection periods in between activities to express emotion, communicate with others or reflect on what went well 	<ul style="list-style-type: none"> Outdoor education, social distance team games e.g. peers guiding blindfolded pupil from a physical distance on a walk 	<ul style="list-style-type: none"> Musical warm ups and dance celebrating each unique success together 	<ul style="list-style-type: none"> Gentle activities such as the Activity Alliance Typhoon card with physical distancing
Lower physical functional skills/ability affecting health and obesity levels	Improved physical well being and motivation	<ul style="list-style-type: none"> Ensure there is a routine to each session and that pupils understand that routine. e.g. warm up, sessions and reflection 	<ul style="list-style-type: none"> Fun based musical warm ups, dance and circuit training (repeating a skill for 1 minute) 	<ul style="list-style-type: none"> Sensory circuits around a space, following a course to experience individual activity 	<ul style="list-style-type: none"> Sensory circuit with trusted adult such as a teacher or a TA Balance activity such as moving on floor markers/ lines
Loss of communication skills or confidence when expressing emotions effectively	Exploring emotions and expressing feelings through games, storytelling and music	<ul style="list-style-type: none"> Use holistic approach which is multi curricular and focused on learning outcomes. Ensure pupils have ownership of each task 	<ul style="list-style-type: none"> Relays using Chateez cards to express emotion, which could be done as a warm up or as a bigger game 	<ul style="list-style-type: none"> Using switches in a routine to music e.g. happy /sad/ fun 	<ul style="list-style-type: none"> Use Chateez cards to play mirroring games and add in travelling in space to familiar, safe places (visuals)
Less confident trying things perceived as difficult such as PE/Therapy and/ or loss of routine	Increasing resilience by completing/learning from difficult tasks Setting targets and celebrating progression	<ul style="list-style-type: none"> Ensure each activity is pupil focussed, not too difficult but enough to challenge them 	<ul style="list-style-type: none"> Boccia skills award or activities from the Rainbow cup 	<ul style="list-style-type: none"> Special Olympics skills sessions building on individual ability 	<ul style="list-style-type: none"> Short therapy sessions with a scoot board or a therapy ball as part of a wider sensory diet



NB: All activities should follow Government Guidance in response to COVID-19 and afPE COVID-19 guidance.



Primary Physical Education Teaching Tips

Using Physical Education and Physical Activity as a tool to support pupils' wellbeing



Pupils should **remain** in their own bubble during PE lessons



Equipment can be shared providing it is **cleaned** before and after use



Games should not involve **physical contact** against an opponent or team



Make lessons **safe** but put **FUN** at the forefront of any learning delivered



PE should include physical, cognitive, social and emotional **outcomes**



Celebrate success and pupils' personal achievements



Pupils should **wash their hands** before and after each PE lesson



Use PE and PA to support the **wellbeing** of your pupils



Lessons should be **active, but learning focused** with a clear purpose

- In addition to the guidance above refer to **afPE COVID-19: Interpreting the Government Guidance in a PESSPA Context**.
- It is at the discretion of the school on how this guidance is implemented in line with their own risk assessments and policies.
- All activities should follow Government Guidance in response to COVID-19. For more information visit **gov.uk**

