



The Curriculum Intent, Implementation and Impact for Physical Education

‘Opening the door to learning’ John 10:10 ‘to have life in all its fullness

Physical Education Curriculum

Intent

At St Andrew’s, physical education is an integral part of our curriculum that is inclusive and engages all pupils. Children develop the knowledge, skills and competence to excel in a broad range of sports and physical activities. We aim to deliver high-quality teaching and learning opportunities that enable all children to achieve their personal best. Children participate in competitive sport and we teach them to transfer the school values to sporting activity, ensuring they do their best and are display good sporting values. We aim for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives. Swimming is an important life skill, we aspire for all children to leave primary school being able to swim at least 25 metres.

Small Village, Big Horizons Examples of curriculum intent	
High aspirations	<ul style="list-style-type: none"> • High expectations which are the same as core subjects. • Encourage children to embrace challenges, question themselves, enjoy being active and improve on past performances. • Questioning throughout the lesson improves performance.
Cultural experiences and Enrichment	<ul style="list-style-type: none"> • A wide variety of extra-curricular activities are accessible to all children. • The children have the opportunity to compete against other schools in a wide variety of sports.
British Values <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Tolerance & Respect 	<ul style="list-style-type: none"> • Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making. • Pupils learn to work individually and in groups. • There is an established ethos in PE with regard to how to win and lose fairly and understand good sports values. • Competition against oneself is encouraged in addition to competing against others.

	<ul style="list-style-type: none"> • Pupils respect individual differences and are confident to express their opinions and respect others' views. • Pupils are able to make judgements about their own and others' performances.
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Curriculum Knowledge

1. Develop fundamental movement skills

- 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
- use running, jumping, throwing and catching in isolation and in combination
- Perform dances using simple movement patterns.

2. Engage in competitive activities

- 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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

3. Importance of sport on health

- the use of physical activities throughout the curriculum helps to improve the children's overall current physical fitness. Ensuring that children are physically fit from a young age can help prevent future health issues such as diabetes, heart disease, asthma and high blood pressure – so it is important to create healthy habits early on within our pupils' lives.

4. Tactics and basic principles of a range of sports

- participate in team games, developing simple tactics 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

Application of knowledge

Investigation-in PE, this covers

- asking relevant questions
- using different approaches to determine skills and tactics

Expression-in PE this covers

- the ability to express themselves through movement
- the ability to explain what they do and how they do it

Interpretation-in PE, this covers

- understanding the effects of what they do and how this could be changed to improve or maintain a standard

Application

- make connections between different skills in different sports and how these are interlinked -to apply the skills they have learnt in different situations

Discernment-

- understanding and responding to the tactics and games of others
- developing insights into tactics and working as a team.

Analysis-

- explaining what they have done to improve a skill and what can be done to improve efficiency the next time

Synthesis

- linking learning from one skill to another
- transfer of skills across an increasingly wide range of sports

Evaluation

- evaluate what is good in a performance
- understanding what can be done differently and what impact this may have on the outcome

Processes for effective learning in PE

- 1) Identify questions-what do they need to know to improve performance, what skills can be applied, how can they find out if it was effective.
- 2) Plan and carry out enquiries-trial and improvement, practice and adapt

- 3) Present and explain findings- describe and explain their performance to others, consider improvements
- 4) Empathise and reflect-expressing and explaining ideas and feelings about their performance and the performances of others
- 5) Evaluate-identify improvements for the future and put these into practice

Aims

The aims of the physical education curriculum are to

- develop competence to excel in a broad range of physical activities
- make sure children are physically active for sustained periods of time
- engage children in competitive sports and activities
- encourage children to lead healthy, active lives.

Implementation

Pupils at St Andrew's participate in weekly high-quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities both during and after school, in addition to competitive sporting events. This is an inclusive approach that endeavours to encourage not only physical development but also wellbeing.

Impact

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At St Andrew's we use summative assessment to determine children's understanding and inform teacher's planning. Achievement is reported yearly through parent reports.