

## PE Curriculum

Our PE curriculum is built upon our 4 core values: Faith, Challenge, Pride and Success. The approach is based around these principles: belief that every child can and will achieve; awareness that the children's life chances are impacted by their health and wellbeing; ability is not fixed and potential to learn is increased through effort.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	As a school, we use Primary PE Planning to support teaching and learning in PE. This is fully aligned to the National Curriculum covering games, dance, gymnastics and OOA. Swimming is taught by specialist swimming instructors provided by Sheffield Swimming Service. Primary PE Planning supports our teachers in delivering lessons which help to raise standards and allow all pupils to achieve their full potential. It provides flexibility, the opportunity to create a bespoke curriculum and gives excellent supporting material for teachers.	Pedagogical Approaches	The pedagogical approaches to the teaching of computing are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> <li>• Deliberate and intentional retrieval of previous knowledge to build on previous learning</li> <li>• Regular checkpoints and formative assessments to tailor lessons to the needs of pupils</li> <li>• Positive relationships that create the conditions conducive to effective learning</li> <li>• High levels of subject knowledge</li> <li>• Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential.</li> </ul>	Approach to Assessment	We understand that learning happens over time rather than in a single lesson. As a result of our carefully designed and planned curriculum, pupils' develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Assessment is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. Degree of mastery of these skills will be recorded on the assessment spreadsheet and used to inform teacher judgment after each unit.
End Points	Having mastered the PE curriculum and ethos the children will be able to exhibit an excellent knowledge and understanding of fundamental movement skills, sport specific skills and how to apply them to a variety of activities. They will apply their taught knowledge to competitive situations with the correct sportsmanship. Pupils will have the confidence to join external activities and clubs to either further their development or learn a completely new skill. They will have the knowledge and understanding of how physical activity can have a positive impact on a healthy and active lifestyle (also as part of wider PSHE teaching). Pupils will be inspired to have lifelong participation in activity / sport. Children will be prepared for further PE study at key stages 3 and 4.	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD at school and externally. The subject leader provides regular updates to staff. Many of the elements of the curriculum and ethos, are rooted in best practice and research. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues	Performance Data	There is no published data for PE at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	Through a whole school approach, careful consideration is given to sequencing and progression of content across year groups, looking for links and creating pathways for knowledge retrieval and retention which allow children to apply this in wider contexts. Sequencing in the PE curriculum ensures that each year group has the opportunity to build on their dance, gymnastics and athletic skills each year. Each key stage begins with a focus on multi skills to ensure progression in fundamental skills. YR and Y1 focus on building ball skills and playing simple	Promoting Discussion and Understanding	We use the PE curriculum to ensure children have the skills needed to achieve as they progress through school. Due to the careful sequencing, skills are built from year to year. Pupils are given regular opportunities to explore and discuss questions at an age appropriate level. Teachers use their strong knowledge of the progression in the curriculum in order to ask questions which lead children to develop the skills we intend to promote. Teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of	Pupils' Work	Pupils' work in PE can be captured through photographs or video primarily for reflection and feedback or for celebration and sharing of success.



	games before these skills are applied to specified net/wall, invasion and striking/fielding games in Y2 and above. Each key stage gives children the opportunity to play all 3 types of games and links are made between them for retrieval and retention. Where possible, pupils work through the development and progression of learning new skills / sports and then represent the school at an external event allowing for self-reflection of performance and application of learning.		metacognition tools and strategies used in all lessons. There are regular, structured opportunities for discussion with partners and in groups, as well as opportunities for independent reflection, video analysis and feedback.		
Alignment with EYFS	Physical development is a prime area of the statutory framework of EYFS as physical activity is vital in children's all round development, enabling them to pursue happy, healthy and active lives. Children have regular opportunities provision to develop both fine and gross motor skills. EYFS at St Mary's also have a timetabled access to the sports hall where skills are developed following the Primary PE Planning scheme. Children are given opportunities and experiences to enable them to meet the expected level of development. The key aims of our St Mary's EYFS curriculum in relation to physical development are to be able to hold a pencil and use it effectively and to be able to ride a two wheeled bike.	Knowing More and Remembering More	Children are encouraged to reflect on previous learning and use that to explain their current understanding. Retrieval practice is built in to provide opportunities for children to apply their knowledge of the sport and skills.	Talking to Pupils	The subject leader will measure impact through a cycle of monitoring focusing on: planning, discussions with pupils and discussions with teachers. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to evaluate the quality of teaching.
Addressing Social Disadvantage	We expect that all children, with the right support, will master the knowledge identified. This will help to close the gap between less advantaged and more advantaged pupils. As such, we have high expectations of all children and scaffold those with lower starting points to be able to access and achieve these. It is important that our PE curriculum sets the foundation of a healthy lifestyle and develops leadership skills. Access to competitions and events is given to all pupils. There is targeted provision to those pupils identified as being in need. Parents are supported to access external clubs, grants and financial support if their child shows particular aptitude in an area.	Teacher Assessment	Teachers assess formatively and summatively in each lesson according to the assessment outcomes in Primary PE Planning. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Activity design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact. We keep track of children's progress against the assessment outcomes, completing the assessment tracker after each unit.		
Local Context	Pupils have the opportunity to represent the school in competitions against other schools in the area. We signpost children to local clubs, involve local coaches and utilise local facilities.				
Meeting the needs of St Mary's learners	Our curriculum is bespoke to our pupils and makes links to external clubs and coaches in our local area. Many of our pupils access external clubs and we celebrate their successes out of school and build upon these.				



St. Mary's  
Catholic Primary  
School