

<div> R = Encourage Resilience and Perseverance</div> <div> A = Develop Articulate Learners.</div> <div> I = Influence Aspirations</div> <div> N = Nurture Curiosity</div> <div> B = Instil British and Christian Values</div> <div> O = Provide Opportunities to build upon knowledge and skills</div> <div> W = Wellbeing and Health</div>	<div> <u>INTENT STATEMENT</u></div> <p>The intention of our physical education curriculum is to develop physical literacy through a holistic, knowledge-based design.</p> <p>In EYFS, our children develop their fine and gross motor skills in order to participate in non-sport specific team and individual games.</p> <p>At KS1, we aim to provide children with the foundations to become adept at a wide range of sports through a broad, non-sport specific approach to PE. In KS2 we combine the knowledge and skills developed at KS1 with a sport specific approach to prepare the children for competitive events, including swimming lessons in each year group. We have strong links with many clubs in our local community that enable our children to take their skills further with specialist coaches. An important part of PE delivery at Parish, is teaching the pupils the importance of looking after their own body, and the benefits of exercise and a balanced diet.</p>	<div> <u>INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED</u></div> <p>Use of the National Curriculum as a basis with suggested topics for curriculum coverage. A clear, progressive thread towards competitive and sports-specific PE in KS2, beginning with introductory foundations to learning fundamental movement skills in EYFS and KS1.</p> <p>Each year group at KS1 learn the fundamental movement skills essential for participation in a range of sport-specific activities including sending and receiving, invasion games, athletics and ball skills.</p> <p>In KS2, the children are given the opportunity to apply the knowledge and skills developed in KS1 with more a rule intensive, sports specific approach. Each Year group studies a specific striking and fielding sport, net and wall game, invasion game, athletics, dance and swimming.</p> <p>The curriculum is designed to allow the children as much opportunity as possible to become an expert in the sport chosen by including each sport at least twice in KS2.</p>	
<div> <u>VISION</u></div> <p>Our curriculum is intended to promote a love of sport and physical activity to encourage children to become life-long participants and healthy, active adults.</p> <p>To provide children with the tools required to participate and excel in a range of sports in competitive situations.</p> <p>To play games fairly, demonstrating sporting attitudes towards winning and losing with grace through the development of resilience and perseverance.</p>	<div> <u>EYES AS THE 'BEDROCK'</u></div> <div><u>ELG- PHYSICAL DEVELOPMENT</u></div> <p>Characteristics of effective learning.</p> <ol style="list-style-type: none">1. Moving and handling.2. Health and self care.3. Exploring and using media. <div><u>EXPRESSIVE ARTS AND DESIGN</u></div> <p>Being imaginative</p>	<div> <u>CULTURAL CAPITAL</u></div> <p>The children will learn about areas specific to PE such as functional skills, invasion games, gymnastics, dance, swimming, and striking and fielding games. In addition, they will also have the opportunity to attend sporting events and work with specialist coaches.</p>	<div> <u>READING AS THE BEATING HEART</u></div>



CURRICULUM PROGRESSION

See bespoke knowledge planners.



PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

- Use of bespoke 'Sporting Icons' knowledge organisers to inspire children to take an interest in their sporting heroes.
 - Rosenshine's principles of instruction. Knowledge of how to perform and apply skills.
1. Warm up and introduction/retrieval
 2. Knowledge/skill development
 3. Application of skill
 4. Plenary



STAFF CPD (LINKED TO GOOD PRACTICE)

Trialling a range of resources to assist in teaching of physical education.

Disseminating expectation of the PE curriculum in staff meetings.

Using Get Set 4 PE resources to inform planning and sequencing of lessons.

Swimming training for AC/MD



APPROACH TO ASSESSMENT

- Pre/post learning conversation.
- Retrieval discussions based on previous lesson.
- Teacher observation of performance, knowledge of rules and sporting conduct.
- Final judgement as emerging, expected and exceeding based on assessment criteria, recorded on GetSet.
- Report generated termly by subject leader. Also subject monitoring.

MEETING THE NEEDS OF ALL LEARNERS

At Parish we are able to support or challenge or support our pupils in a variety of ways using PEST.

People- changing the number of people involved in the activity to make it easier or more difficult.

Equipment- changing the equipment used to change the difficulty of an activity.

Space- Increasing or decreasing space to change difficulty.

Task/Time- changing time limits or entire activities to meet the needs of the class.



OUR IMPACT



GOVERNOR COMMUNICATION

Our Link Governor:

SUBJECT PRIORITIES AND ASSEMENT DATA

To ensure sufficient time is dedicated to teaching high-quality physical education.

To ensure new GetSet 4 PE scheme is being implemented effectively throughout school.

To ensure participation of all children in Physical Education lessons and extra-curricular physical activities.

To raise the profile of PE and sport in school.

To increase confidence, knowledge and skills in all staff teaching PE and sport.