

Subject leader summary – Physical Education

September 2022

<p><b>Our Vision (Intent)</b></p>	<p>We believe that our children should have the <b>aspiration</b> and <b>opportunity</b> to 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15.</p> <p>Our curriculum is based on a consideration of the contextual needs of our cohorts and families, our local context and government requirements, in addition to curriculum research; this has helped shape our vision and intent.</p> <p>Our curriculum is a journey and never a finished article. It is reviewed at least annually to ensure it is still meeting the needs of our children in an ever changing world.</p> <p>Our <b>aspiration</b> for our children has been framed into our 6 golden threads which we feel our children need to be able to do to 'shine like stars' and 'live life in all its fullness'. This ensures the <b>opportunities</b> for these are a focus within school, and throughout a child's journey in school. We want our children to:</p> <ul style="list-style-type: none"><li>• Become life-long readers</li><li>• Be confident communicators</li><li>• Be spiritually, mentally and physically healthy</li><li>• Be creative</li><li>• Be curious</li><li>• Understand and embrace the wider world</li></ul>
<p><b>Curriculum Design (Intent)</b></p>	<ol style="list-style-type: none"><li>1. We always start with the child and their experiences: what they know and is familiar to them. We then move outwards until we reach the wider world and wider world views.</li><li>2. We always work from knowledge acquisition to application, in carefully sequenced learning journeys which build systematically on previous learning. This ensures both an inclusive and ambitious approach for all our learners.</li><li>3. We work to a four-year plan in KS2 for Science, Geography, History, Art and DT with concepts in these running over a year, rather than a terms over a series of years: This ensures that our curriculum is systematically, cohesively and robustly planned and delivered to our children in a manner in which helps them to immerse themselves in a subject for deeper learning. (This also negates the effect of the impact of changing class</li></ol>

	<p>structures). It also allows us to make pertinent links between interdisciplinary knowledge across our long term plan to allow the children to frame their learning within a larger concept in order to help them to retain this.</p> <p>4. We work to a two-year plan for PSHE, RE, Computing, French and Music as these disciplines contain more age specific knowledge and skills. Computing, French and PSHE are all delivered across the federation in two-year group structures</p> <p><b>So that our children know more, remember more and therefore do more.</b></p>
<p>Subject specific design</p>	<p>Key principles for our PE curriculum:</p> <p>Delivered through key progressive learning themes such as ‘run, look, avoid’ or ‘target, control, combine’ children develop their physical skills.</p> <ul style="list-style-type: none"> <li>• Designed to help our children build a strong and varied physical foundation to engage in any sport or physical activity they decide to undertake, whilst also developing resilience, and understanding of strategy and tactics, fair play and good sportsmanship.</li> <li>• Physical Education is taught through two main strands: Fitness – one 10 minute sessions every-day to focus on our commitment to developing our children with a strong physical foundation from a young age ensuring healthy bone mass and density. Being active helps to increase concentration in all aspects of the children’s learning. PE lessons - which build on previous taught skills and follow a consistent approach. Designed to give all children the skills needed to further progress in which ever area they wish beyond primary education.</li> <li>• Children will start with a warm up which will incorporate both cognitive and physical skills. <ul style="list-style-type: none"> <li>• Children are introduced to new vocabulary and a new skill, and then taught how to incorporate that skill into an activity or mini game.</li> <li>• Strategies and tactics are discussed and worked on although no formal team game rules are explicitly taught.</li> <li>• Children consider the health implications of being physical active and cross reference knowledge from other subjects to understand the importance of exercise.</li> <li>• We want pupils to gain confidence in their abilities and excel in a broad range of skills and physical activities.</li> <li>• Our PE lessons give our children the opportunity to do their best and the effort the children put into their learning is praised and this ensures the children are not afraid to fail.</li> <li>• PE lessons are inclusive to all in the class and are adaptable so that each child can develop their skills at their own level.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• Personnel challenge forms an integral part of our PE lessons, children are taught to challenge themselves and focus on how they are improving all the time.</li><li>• Children have the opportunity to work collaboratively, be creative and to discuss ideas and tactics together. Discuss how they can improve and problem solve developing new ideas and plans to execute.</li><li>• Bespoke enrichment activities give the children the chance to experience games and sports such as: archery, fencing and handball.</li></ul>
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