



# Great Marsden St. John's Primary - a Church of England Academy. Our Curriculum Statement for PE

## Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

## Our Mission

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

## Our Values

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

At GMSJ we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our PE curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

## CURRICULUM INTENT

**Our PE Curriculum is broad and ambitious.** It is built upon the National Curriculum coupled with defined development of cultural capital “the knowledge that children need to be effective citizens”. Where possible we expose the children to experiences they are unlikely to encounter in other parts of their lives. To achieve this we have a comprehensive and deep knowledge of our families and community that enables us to strategically plan life enrichment.

**Our PE Curriculum is well planned and sequenced,** it contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed in PE. The PE Curriculum is a spiral curriculum (Jerome Bruner) where subject **big concepts, procedural and declarative knowledge** are reencountered throughout the child's life at GMSJ.

**Procedural Knowledge** refers to the knowledge of **how** to perform a specific skill or task, it is automatic. Examples of procedural knowledge in PE are:

- Demonstrating fundamental movement skills (FMS) effectively.
- Knowledge of how to get out, use and put away equipment in a safe way.

**Declarative Knowledge** involves “knowing that”. Recalling information from declarative memory involves some degree of conscious effort – information is consciously brought to mind. **It is the Who, what, where, when and why of learning.**

Examples in PE are:



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- Knowledge of rules for games.
- The application of fundamental movement skills into different contexts.
- Knowledge of tactics and strategies and their application into games.

The two work together. For example, in PE children need to know how to catch a ball (procedural) and the rules of rounders so that they can successfully take part in a game.

**Big concepts** are complex and abstract, such as 'place', 'chronology' or 'grammar'. These **big concepts** hold declarative and procedural knowledge. They tie together PE topics into a cohesive framework. Examples of big concepts in PE are :

- Gymnastics
- Games
- Dance

By encountering the same **big concept** over and over children gradually build understanding of them.

**Our PE Curriculum has a coherently planned assessment sequence** to measure the impact of the PE curriculum on the outcomes achieved by children. Children should be building a body of knowledge that they are able to commit to long-term memory, draw from and build on. We recognise that PE skills develop in many opportunities provided both in and out of school. In PE we assess learning at the end of each term.

**Our PE Curriculum is inclusive.**

**Our PE Curriculum ensures that the Golden Thread runs through it.** When teaching PE, we always model the use of correct terminology and encourage pupils to use this vocabulary too.

### **CURRICULUM IMPLEMENTATION.**

**How we implement our broad and ambitious PE curriculum.** From entry into school in EYFS, all children experience the PE curriculum.

We weave high quality activities which increase cultural capital throughout the PE curriculum and as part of our wider offer. For example:

- After school clubs.
- Access to playground equipment such as a trim trail and small equipment kit.
- Fitness Friday
- A well resources EYFS outdoor area



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### How we implement our well planned and sequenced PE curriculum.

**Big concepts** are charted on the PE Curriculum Map. This careful process ensures that PE learning is sequenced to build upon prior knowledge.

This map also identifies which medium term planning resource must be used to inform short term planning. In PE this is the Lancashire PE Schemes for EYFS, Key Stage 1 and Key Stage 2.

Each PE topic states the amount of time that should be spent delivering that learning. Such rigour ensures that learning is focused and diverse.

The timetabling of PE looks like this:

In EYFS - 1 hour of taught PE per week plus opportunities in the indoor and outdoor continuous provision to develop gross and fine motor skills, based on the needs of the children within the cohort.

In KS1 and KS2 - 1 hour of taught PE per week plus opportunities to engage with physical activity at playtimes, lunchtimes and as part of Fitness Friday. Children also experience a 1 hour session of The Arts as part of our curriculum offer. This includes additional dance experiences plotted through the year.

For the majority of PE lessons a defined structure is in place. This is not dictatorial however, it is expected to see most aspects of the outlined framework in each lesson. In PE the lesson model would be:

- Safety check - this can be done by the teacher or ask the children to help you.
- A lesson objective must be shared with the children at the start of every lesson. This can be done orally.
  - In addition children should be able to name the type of PE being done e.g Gymnastics.
- A warm up activity
  - Keep it brief and purposeful. This is an ideal opportunity for children to become out of breath. Children **MUST** be out of breath for at least part of a PE lesson.
- Teaching of a skill.
- Application of a skill.
  - Children need to be kept active throughout the lesson - children should not be 'sat out' or waiting for their go for prolonged periods of time.

In PE, **stem sentences** are used to hook learning into memory. They are a learning scaffold that can help students respond (orally and through writing) using complete sentences. For example in PE "Orienteering is navigating between points".



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**Assessment** sits at the heart of PE teaching and learning at GMSJ. Minute by minute assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in procedural and declarative knowledge. Adults use a variety of strategies to obtain information. These strategies are not specified but a minimum use of 'hands up' is encouraged.

In PE we assess children's declarative and procedural knowledge. This is clearly outlined in the PE curriculum. We identify pupils working below age related expectations and those who are securely working above. This allows future teaching to be tailored to support or challenge these groups of learners.

Pupil Conferences are used to explore children's understanding of skills and games as well as assess understanding of PE specific vocabulary.

Children are taught to 'self assess' their learning against given criteria. In PE this takes the form of verbal feedback shared with teachers within a lesson as well as peer assessment shared when reviewing performance.

**How we implement an inclusive PE curriculum.** We ensure that all children can access lessons by making appropriate modifications. For example, supporting children with physical disabilities to change and use mobility equipment. We also differentiate lessons through adult support and resources. We use a step up and step down approach to teaching skills such as running, jumping and hopping which allows teaching to target children's current level of ability. When tailoring lessons to individual cohorts we consider **S**pace **T**ask **E**quipment **P**eople.

**How we implement the Literacy Golden Thread through our PE curriculum.**

In recognising that Literacy skills form an essential basis on which the rest of our curriculum is built, it is fed through the PE curriculum. This is achieved by developing speaking and listening skills that enable children to participate in team games and evaluate performance.

The Golden Thread emphasises the teaching of vocabulary. We know that this is often a barrier for our children and therefore requires more input. Technical vocabulary that is essential for the understanding of PE is taught and used throughout every lesson.

In addition, we recognise the importance of applying maths in real life contexts and in solving problems. As such, where possible, links between maths and PE are made. An example of this is tallying points within games and measuring distance during athletics.



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### **CURRICULUM IMPACT**

To measure the impact of the PE curriculum at GMSJ we use qualitative and quantitative information.

What we measure:

- Pupils procedural and declarative knowledge across the curriculum.
- Pupil's progress from starting points.

How we measure:

- Reviewing and evaluating performance within a lesson.
- Pupil voice via pupil conferencing.
- Observation of teaching and learning.

Why we measure:

- To identify strengths in our PE curriculum delivery and set goals for improvement.